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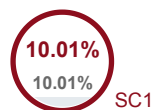
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THE EFFECT OF MICROTEACHING LEARNING ON SKILLS EXPLAINING MATERIAL FOR ASPIRING MI TEACHERS

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Abstract KEYWORDS
1 Learning 2 Microteaching 3 Explaining Skills Explaining skills are important for a teacher to have. Microteaching courses become a bridge for prospective teacher **students as a provision for** teaching later. **This study aims to determine the effect of** Microteaching on the Ability to Explain Material for Prospective Teachers, especially students of the MI UMSIDA Teacher Education study program. The research conducted used quantitative research methods. The initial stages were carried out by distributing pretest and post-test questionnaires distributed to 25 MI Teacher Education Study Program students. The data analysis technique used was descriptive data analysis followed by normality test and hypothesis testing. The results in the descriptive data analysis stated that the average value of the post-test was higher than the pretest. The normality test was also categorized with a normal distribution value as evidenced by the significance value of the Pretest 0.174 (>0.05) and Posttest 0.797 (>0.05). In the paired sample T-test or hypothesis test has the result that there is a rejection of Ho so that Ha is accepted with the information **that there is a** difference in value between

before and after the implementation of microteaching learning. It can be concluded that microteaching learning provides an increase in the explaining skills of MI Teacher Education study program students.

ABSTRACT Keywords

1 Learning 2 Microteaching 3 Skills Explaining Explaining Skills is an important thing for a teacher to have. Microteaching courses become a bridge for prospective **students as a provision** for future teaching. **This research aims to determine the** influence of Microteaching on the ability to explain material for prospective teachers, especially students of the MI UMSIDA Teacher Education study program. Research carried out using quantitative research methods. The initial stages were carried out by distributing pretes and postes questionnaires which were distributed to 25 MI Teacher Education Study Program Students. The data analysis technique used uses descriptive data analysis followed by normality tests and hypothesis tests. The results in descriptive data analysis stated that the average postest value was higher than with pretest. In the normality test, it is also categorized with normal distribution values proven by Pretes significance values of 0.174(>0.05) and Postes 0.797(>0.05). In the paired sample test, the T-test or hypothesis test has the result that there is a rejection of Ho so that Ha is accepted with the statement that there is a difference in values between before and after the microteaching learning is carried out. It can be concluded that microteaching learning provides an improvement in the explanatory skills of students in the MI Teacher Education study program.

1. INTRODUCTION

Education plays an important role in creating quality and superior students and can be useful for many people later (Sitirahayu & Purnomo, 2021). Through higher education, students will study many scientific fields in teaching and competency professionally (Nurwahidah, 2020). Basically, education is a teaching and learning activity where teachers and students act to achieve the most effective goals (Mona Nopitasari & Qolbi Khoiri, 2024). The most basic thing that all prospective teachers must be able to master is teaching (Ramadhani Asiri et al., 2024). The teaching process has basic skills (Fitri et al., 2020) explaining that there are eight basic teaching skills consisting of, 1). Questioning skills, 2). Skills in managing classes and improving discipline 3) skills in providing varied stimulus, 4). Skills provide reinforcement, 5). Explaining skills, 6). Learning opening skills, 7). Teaching skills in groups, and 8). Individualized teaching skills.

Learning activities are dominated by material exposure, so that in teaching performance what teachers excel at most is the skill in explaining. Because this can support students' understanding of a material or in carrying out assignments (Andriati & Sesmiarni, 2024). **In the teaching and learning process, there needs to be** a learning model that can review and influence students' understanding (Aningsih, nd). Explanation skills must be possessed by every prospective teacher because this is needed as the most basic method to guide students to be actively involved so that students can independently discuss, solve problems, and independently ask the teacher during the learning process (Rosida et al., 2023). Explanation skills become very systematic as a form of providing explanations through communication, discussion and critical thinking (Arrahim, 2024). This is a skill in presenting valid and detailed information so that it systematically shows the existence of cause and effect, definition by example, or many things whose knowledge has not yet been revealed (Yulhaini et al., 2023).

Many students sometimes cannot understand the teacher's explanation. Students' lack of understanding of the material makes students lazy about learning and answering questions from the teacher. Therefore, many students prefer to cheat or even not do the assignments given by the teacher. As proof (Poluan et al., 2022) states that poor explanations by teachers are one of the factors causing students' lack of understanding. In accordance with research (Gumohung et al., 2021) which looked at class VII students at MTs Negeri 1 Gorontalo City. The results of these observations show that most students do not participate actively in learning. With a total number of students of 33 people, only 20.40% or 10 people are active. Meanwhile, the remaining 60.60% or 23 students are less active in the learning process. So the skill in explaining is one of the most crucial things in the teaching process This is the main task of prospective teachers to improve their explanatory skills in order to improve learning models at the elementary, middle and high school levels. These skills can be obtained in microteaching courses. This is proven by research conducted by (Zulfa Azka Sabiila et al., 2024) in their research related to the readiness of students who will PPL (Field Experience Practice). He said that students who already have provisions in microteaching learning have a significant readiness of up to 40.4%. This is a factor in microteaching that can further improve students in teaching practice and in the process of explaining. Research conducted on students majoring in Economic Education at Sultan Syarif Kasim University, Riau, resulted in microteaching learning being a major influence with a total of 49.6% due to its correlation with explanatory skills (Firdausi, 2020). (Alifah & Rindaningsih, 2025) also states that a teacher must have significant training in order to hone skills. Training for students can be obtained in microteaching courses which can be an influence on prospective teachers in their teaching readiness.

Microteaching learning is learning in lectures that has theoretical and applicable characteristics as training in preparation for mastering professional teaching competencies (Novianti & Khaulah, 2022). Microteaching learning is designed to provide mastery of teaching skills in a small-scale environment for prospective teachers (Sundari, 2024). This activity is an initial stage of training as a form of applying basic competencies in teaching, where the activity includes orientation, observation of the learning process and practice as learning achievements. (Apriani et al., 2020). Apart from that, microteaching learning is an important course for students, because this activity can be used as a provision when going to school (Siregar et al., 2023). Microteaching learning also has the advantage of honing the self-confidence of prospective teachers because practicing at each meeting will improve teaching performance skills, especially when explaining the material (Primagraha, 2024). An adequate self-confidence will have an impact on a more efficient explanation process so that there will be interaction between teachers and students in it (Lisnawati & Rohita, 2022). Mastery of learning will have an impact during practice so that students who are not yet competent in teaching will have an impact on the lack of good social activities in the school environment (Nurwahidah, 2020). The existence of microteaching courses is a hope that prospective teachers can become real mentors in learning and preparing learning plans effectively in accordance with school needs (Rahmadani Fitri Ginting, 2024).

In fact, there are still many students who do not give their best performance when practicing microteaching as prospective teachers. One factor is because you have not mastered the material to be taught. Apart from that, students lack self-confidence when practicing microteaching, even though self-confidence is a pioneer in the teaching process (Apriani et al., 2020). Therefore, microteching courses have become one of the important courses in the world of education. Because this course provides training in teaching in accordance with aspects of teaching skills (Irawati, 2020).

The description above has highlighted a lot regarding the urgency and need to improve explaining skills for prospective teachers. Meanwhile, microteaching learning plays a major role in creating prospective teachers who are competent and understand all aspects of basic teaching skills as provisions for the future. Not many studies have examined improving explaining skills for prospective teachers, many researchers only focus on teacher skills (Josephine Natasha Marpaung, 2020), (Gumohung et al., 2021) and (Yulhaini et al., 2023). Research for prospective teachers as preparedness in the field is still rarely carried out. Therefore, researchers are interested in researching further regarding the readiness of explaining skills in the microteaching course at Muhammadiyah University Sidoarjo MI Teacher Education Study Program. This research aims to identify the influence of

microteaching courses on the explaining skills of prospective Muhammadiyah University of Sidoarjo student teachers in the MI Teacher Education Study Program.

2. RESEARCH METHODS

This research uses a quantitative approach method which aims to measure and analyze data accurately. The design in this research uses a pre-experimental design with a One Group Pretest-Postest Design approach. It is a research design that involves a group of objects by understanding cause-and-effect relationships. The research design was carried out using Pretest (initial measurements before microteaching), Implementation (giving and implementing microteaching courses), and Posttest (final measurements after microteaching). The study subjects were observed before being given and observed afterwards. The preexperimental method also focuses on the impact of changes in the subject that have been observed due to the activities provided.

The population in this research was students from the MI Teacher Education Study Program at Muhammadiyah University of Sidoarjo, totaling 50 students. Sampling using random sampling techniques. The sample used in this research was 25 students from the MI Teacher Education study program. Data collection was carried out using a questionnaire distribution in the form of a Google Form with a questionnaire in the form of questions containing 10 questions. The questions in each pretest and posttest are formed in a Likert scale scheme. Meanwhile, for data analysis techniques, this research uses descriptive statistical data tests which have a summary scope of data presentation in the form of mean, percentage, standard deviation, and inferential statistics which include submitting normality data assumptions by including hypothesis tests using the paired sample T-test.

3. RESULTS AND DISCUSSION
1. RESEARCH RESULTS
This research was conducted by researchers for 4 months. This is done before MI Teacher Education study program students receive Microteaching courses until they finish getting Microteaching courses in the odd semester. The implementation of sample pretest and posttest collection was distributed via Google Form to MI Teacher Education study program students and 25 questionnaires were filled in for each test.
The first results presented are descriptive analysis tables.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretes Microteaching	25	17	35	24.72	4.946
Posttest Microteaching	25	18	44	30.72	6.618
Valid N (listwise)	25				

Based on the table above, the results are in the form of an average value in Pretes Microteaching of 24.72 and Posttes Microteaching of 30.72 with the following picture

Figure 1. Pretes Microteaching Figure 2. Postes Microteaching

In accordance with the image above, it means that there is an increase in explaining skills after students take microteaching courses.
Inferential statistics there is a normality test and a hypothesis test. The normality test is a sample determinant that aims to see the normality of the data after pretesting and posttesting (Nur et al., 2025). The criterion for data significance value if it is greater than or equal to 0.05 then the criterion for data is considered to be normally distributed. And if the significance value is less than or equal to 0.05 then the data criteria are considered to be abnormally distributed (Oktaviyanti et al., 2022). To carry out the normality test, this research used data from the results of pretests and posttests that had been carried out on students of the MI Teacher Education study program. Shapiro Wilk test as a reference for testing data normality. The following is a normality test that has been carried out.

Table 2. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretes Microteaching	.157	25	.111	.943	25	.174
Posttest Microteaching	.099	25	.200*	.976	25	.797

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

Table 2 shows that the significance in both samples is above 0.05. With a presentation of Pretest 0.174(>0.05) and Posttes 0.797(>0.05). So you can be sure that both samples have a normal distribution. After being proven by a normality test, the research was carried out using a Sample T-Test. The T-test is important for data processing to find out about the differences between the two samples and present the results of the average pretes and posttes. The following is the presentation of Paired sample T-test data:

Through the SPSS output results above, it presents data that the significance value is <.001. This concludes that there is a Ho rejection because the significance is less than <0.05. So, what is accepted is Ha with information about the difference in values between before and after microteaching learning. Through the average value that has been presented, the posttest has a higher value than the average value of the pretest. This means that the microteaching learning provided to MI Teacher Education study program students provides a significant improvement in explaining skills.

2. DISCUSSION
Based on the results in the research conducted, it can be seen that microteaching learning provides effectiveness that helps in supporting explaining skills for prospective teacher students. Through the scope of the material submitted, the practice carried out, the assessment in each skill process becomes useful in implementation when teaching activities arrive. The existence of microteaching learning also makes prospective teachers more creative and interactive. This has a positive impact on prospective teachers and also on students' interest in the learning process. Through microtaching, students as prospective teachers can benefit from the practices provided. Strategy formation can be implemented and get feedback directly from instructors and fellow students. This can be a reference for students to identify advantages and disadvantages in teaching (Fadhli Dzil Ikrom, Fika

Amalia, Yanti Kurneasih, 2024).

Explanatory skills are crucial and must be considered. **This is in accordance with** research results from (Gumohung et **al., 2021)** that explaining skills have a positive influence on students' learning outcomes. If the explanation is not done well, it will have an impact on students' understanding. Therefore, learning microteaching has had a positive impact on students. In the course process of lectures in microteaching courses, students are always given the opportunity to improve their teaching performance at every meeting. So students can be more used to and more confident in providing explanations. Apart from that, students can also improve other skills until they become perfect practices. This can provide output for students so they can become prospective teachers who are more competent and experts in the field of teaching.

The opinion (Mona Nopitasari & Qolbi Khoiri, 2024) states that learning microteaching is an important step for prospective teacher students. Prospective teacher students will benefit a lot from this program. Not only in explaining skills, students will also benefit from increasing self-confidence, improving material preparation skills, and skills in providing learning media for students. (Gafar et al., 2023) also explained that microteaching is a form of training for prospective teachers in preparing learning with various skills to support teaching performance. It can be stated that microteaching has an influence on explaining skills for MI Teacher Education students at Muhammadiyah University of Sidoarjo

4. CONCLUSION

The results of this research show that microteaching courses have a significant influence in contributing to improving explaining skills for students of the MI Teacher Education study program. This means that microteaching learning is very important for prospective students in overcoming the problem of students' lack of skills in explaining material. This can be seen from the results of data calculations using descriptive analysis with the average score results that after learning microteaching via posttests is higher than tests carried out before learning microteaching.

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