

# STUDENTS' PROBLEMS IN DOING MICRO TEACHING DURING COVID-19 PANDEMIC

## Ovalia

Institut Agama Islam Negeri  
Batusangkar, Indonesia  
E-mail: [ovalia2305@gmail.com](mailto:ovalia2305@gmail.com)

## Rahmawati

Institut Agama Islam Negeri  
Batusangkar, Indonesia  
E-mail: [rahmawati@iainbatusangkar.ac.id](mailto:rahmawati@iainbatusangkar.ac.id)

\*) Corresponding Author

**Abstract:** This study aimed to find out students' problems in doing Micro Teaching during Covid- 19 pandemic that were by the sixth semester students English department of IAIN Batusangkar. The method used in this study is case study research and the main instrument in this research is the researcher herself. The informants in this study were 21 sixth semester students of English Department who had problems in online Micro Teaching courses. Informants were selected using purposive sampling technique. In collecting data, the researcher distributes a questionnaire using Google form. The techniques used in processing the data are transcribing the data, checking the data, coding the data, tabling and summarizing. From the results of the study, there are six types of problems in Micro Teaching during the Covid-19 period. The six problems are: 1) Students' failure in distance learning 2) Problems with the learning atmosphere in the online learning system 3) Lecturer readiness problems for online learning 4) limited internet packages 5) don't feel how to teach. 6) limited movement when teaching

**Keywords:** Problems, Micro Teaching, and Covid-19

## INTRODUCTION:

Usually, Micro Teaching is carried out in a special room for teaching and learning but, now microteaching cannot be held indoors due to Corona Virus Disease (COVID- 19) and students must learn from home. Therefore, students are required to learn Micro Teaching online. In Micro Teaching Each student appearing in front of the class becomes a teacher and friends become students, it will change positions every week. And every week the material taught is different. Arsal in Ledger (2019) believes that Micro.

Teaching, a strategy widely used across teacher training programs, combines both reflective practice and situated learning approaches. In Micro Teaching that is carried out in the classroom each student is asked to make a lesson plan and then practice it in front of the class, after practice then the lecturer gives feedback on the appearance of what is lacking or what should be raised. But it is different from now because of the Covid- 19, the presence of Covid-19 makes Micro Teaching not run properly.

According to Shwartz (2011), online learning is the process of answering a series of questions based on prior knowledge of the correct answers and maybe other available information. (Kosar, 2016) Blended learning is a process that combines modalities (on-site, self-paced, and web-based), delivery mediums (internet, lecturer, and power point presentation), and instructional approaches (face-to-face and on-line) (via the internet and various other technologies). Process from online microteaching are the first lecturers to use Google Classroom, e- mail, WhatsApp as a place of discussion in Micro Teaching subjects, then lecturers give instructions to students to record the teaching process carried out at home according to the lesson plan and then students send videos in the Google Classroom, e- mail, WhatsApp, then later will be given comments by friends and by lecturers. Although the Micro Teaching course at home, the procedure or assessment criteria and skills requested remain the same as face-to-face lectures.

In this subject, students make teaching videos according to the lesson plan they make and then record them and then send them to the lecturer via e-mail, Google classroom and Whatsapp. This causes many students to experience problems such as students having difficulty teaching because the students, they teach are absent (ineffective), students also have problems with the absence of networks or signals in their homes, make it difficult for students to get information and send videos to teach it, and not getting maximum knowledge. That is what makes Micro Teaching ineffective because in school students face a different reality. This research is intended to describe the following research question: "what students' problems in are doing Micro Teaching during Covid- 19 at the

sixth semester students of English Department?"

## **1. Theoretical framework**

### **a. Online Learning**

#### **1) Definition of Online Learning**

According to Yee (2011), online learning has increased elasticity in gathering students' learning needs regardless of time, place, or circumstance, and is a solution to the growing demand for lifelong learning. Bartley in Nguyen (2015) Online learning is a form of distance learning or distance education, pure online courses are politely delivered exclusively through the internet, and traditional learning mixes or blends incorporate face-to- face classes.

Furthermore, Online learning according to the Department of Education in Gilbert (2015), is learning that is not done in a particular room and is solely done in part or in full through the Internet. This is how far from the educational system has progressed in its usage of the internet for learning.

According to Rupp (2016) Online is a natural evaluation of previous versions of distance education paper and pencil. online learning is petrified learning that increases the elasticity of a learning that is done remotely even though it can be face to face but through social media or technology, and

Online learning is a technological change that used to only use stationery and now can use desired technology. And all that uses the internet.

## 2) **Problem in Online Learning**

According to Munir in Nurcholisoh (2016), is one that requires a remedy. One of the issues with online learning is the slow internet access speed, which, along with the high price or cost, means that the internet is not accessible to everyone, particularly economists and those living in distant areas of the country.

Yustika (2019) show that problem in online learning is:

### a) **Problems of student failures in distance learning**

The problem in this online class is the lack of social interaction, technology, and low motivation as seen from both the perspective of the students and the faculty. Due to the low motivation of students to several factors, namely the time to complete the module, lack of understanding of the context in the learning material, problems in software accessibility, the availability of reliable human resources. This online learning makes students unable to learn.

face-to-face directly, students can only learn face-to-face online so there is no two-way communication but many directions so that information is not conveyed because there is no two-way communication to students who do not understand learning.

### b) **Atmospheric learning problems in the distance learning system**

Due to disciplinary differences, new experiences following online learning and differences in features used in online learning. In designing online classes teachers must master and understand how online students deal with online classroom situations, showing that teachers are more difficult to maintain a cohesive learning atmosphere in online classes than traditional classes.

### c) **Problems with tutor / teacher readiness for online learning**

Many of them questioned the effectiveness of online education, module preparation time, and other technical issues and the time needed to prepare quality online learning in the form of modules. And every

A teacher is required to master technology but only most teachers master technology. In online learning must use multimedia, videos, and texts.

**d) Problems faced by management/management institutions.**

In some universities are not ready to teach online students on a large scale. Research says online learning has obstacles in terms of academics, institutions, competition between campuses

**b. Micro Teaching**

Citrawathi (2019) explains that Micro Teaching is a teaching skill that lecturers impart to their students in order to prepare them to become future teachers at school. One of the factors that influences efficacy is teaching ability. According to Gorgen in Coklar, (2013) Micro Teaching is a technique that has been used since the 1960s in teaching-learning environments and microteaching is an extraordinary factor used in the teaching practice of pre-service teachers. Ardiyansyah (2018) states that Micro Teaching is training given to prospective teachers to learn teaching skills. Kilic (2010) states that Micro Teaching is a practice that used in teacher education where a teacher candidate teacher a small position of a lesson to small group of his

classmates and teaching competencies are carried out under strict supervision. Micro Teaching is a skill given by lecturers to prospective teachers which in the Micro Teaching class has only a few students and in Micro Teaching there are many skills that prospective teachers must have to teach. Micro Teaching also provides art teaching training to prospective teachers.

According to Hasibuan and Moedjiono (2008), there are various skills that can be used in Micro Teaching. The first is the ability to provide reinforcement to kids who have performed better than before. The second skill is questioning; ask students about materials and ask them questions that are relevant to the lesson. Third, by employing variation, you may teach in a different way and keep the students' interest while employing a technique. The fourth talent is explaining ability, which refers to how well the teacher explains the material to the students. Fifth, the kids' teacher will ask them to open and close the lesson in a pleasant and fascinating manner. The next step is to teach specific skills so that the students' teachers may get to know them as individuals in the classroom.

**RESEARCH METHODOLOGY**

The design of this research is case study research methods. Gay (2010)

States that qualitative research seek to probe deeply into the research setting to obtain consideration about the way things are, why they are that way, and how to the participants in the context see them. The informants used as data sources in this study were the sixth semester students of the English Department of IAIN Batusangkar who had already learned Micro Teaching in 2020 academy year, totaling 21 people. The sampling technique used is purposive sampling. To collect data, researchers used an open-ended questionnaire via google form. For Checking of Data Trustworthiness researchers used triangulation to get good information from the informant. The method of analyzing qualitative data in this study consists of three activities that occur, namely reduction of the data, data display, and data verification and conclusions.

## **RESULTS AND DISCUSSION**

### **A. RESULTS**

Based on research conducted by researchers on students' problems in doing micro teaching during the covid-10 pandemic, there are six problems described in this study, namely: 1) Students' failure in distance learning 2) Problems with the learning atmosphere in the online learning system 3) Lecturer readiness problems for online learning 4) limited internet packages 5) don't feel how to teach 6) limited movement when teaching.

The first problem is Students' failure in distance learning which can be divided into three, namely lack of social interaction, technology, and low student motivation. In this first problem, it discusses how the

problems students face when many students fail in online learning. In online micro teaching learning, many students cannot interact with their friends and lecturers. In micro teaching learning students are asked to make learning videos but when making learning videos students experience problems such as difficulty getting students to teach, editing videos that are made, students are lazy to make assignments, do not understand online learning.

The second problem is Problems with the learning atmosphere in the online learning system such as difficult to follow micro teaching outside the learning schedule. In online learning, the schedule is different from face-to-face, because when you study online micro teaching, you can just hold lessons, but students are confused and there is the same schedule when micro teaching learning is replaced.

The third problem is Lecturer readiness problems for online learning such as lack of feedback from lecturers in micro teaching, limitation of media used by lecturers. In micro teaching learning, lecturers only use learning media such as WhatsApp groups, e-mail, and google classroom.

The fourth problem is limited internet packages. Because in online learning what is needed when studying is a data package, but for micro teaching learning students have to send teaching videos, it makes the student data packets run out because they send videos for a very long duration.

The fifth problem is don't feel how to teach, in online micro teaching.

learning students only make videos. Because it makes students not feel when teaching. The sixth problem is limited movement when teaching, because students only make videos on cellphone screens, so students cannot move freely like in teaching classes and when online micro teaching students only focus on the camera screen.

## B. DISCUSSION

This part presents the discussion of the research findings. As previously stated, the research finding showed six problems by students in doing Micro Teaching during covid-19. They are Students failures at distance learning, atmosphere problems in online learning systems, the problem of lecturer readiness for online learning, limited internet package, don't feel of teaching, limited motion while teaching. Three of them had similarities with previous research. The previous research is research by Perwira, Subagyo and Swati (2009) the title is "Masalah yang dihadapi dunia pendidikan dengan tutorial online: sebuah short review". They found four problems in online learning, they were 1) students' failures at distance learning, 2) atmosphere problems in distance learning system, 3) tutor or teacher readiness problem for online learning, 4) problems faced by management/management institutions. In this research, the researcher found a different thing. Most students have problems with limited internet package, don't feel of teaching, limited motion while teaching.

## CONCLUSION

Micro teaching learning really needs to be given to students, because skills are provisions that must be mastered by students as prospective educators. To realize micro teaching learning that is carried out online during this pandemic, there are obstacles or problems, including They were: Students failures at distance learning, atmosphere problems in online learning systems, the problem of lecturer readiness for online learning, limited internet package, don't feel how to teach, and limited motion while teaching. In the next online micro teaching, students In conducting online Micro Teaching learning or online-based learning, students should still be serious about it and do not underestimate learning even though it is online, more active in online learning and increase motivation in online learning. For next researchers, because this research focused on students' problems in doing Micro Teaching during covid-19 pandemic. It is possible to continue this research with other courses or alternative development of online learning media and increase students' motivation in online learning.

## REFERENCES:

- Ardiyansyah. (2018) The Correlation Between the Students' Micro Teaching Grade and Their Teaching Ability During Preservice Teaching. (Unpublised Thesis). Batusangkar: IAIN Batusangkar
- Citrawathi, P. B. (2019). The Effectiveness of Microteaching with OMTA Model. *International Conference on Education, Science and Technology (Physics)*. IOP Publishing. 1.
- Coklar, A. S. (2013). Preservice Techer Opinion About the Microteaching

- Method in Teaching Practice Classes. *The Turkish Online Journal of Education Tecnollogy (TOJET)* , 234-236
- Gay, L.R. (2010). *Educational RResearch. Competencies for Analysis and aplications(Tenth Edition)*. Inc. USA: Praticce Hall.
- Gilbert. B. (2015). Online Learning Revealing the Benefits and Challenges. *Fisher Digital Publications*. 3
- Hasibuan, J& Moedijono. (2008). *Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya.
- Kilic, A. (2010). Learner- centered Microteaching in Teacher Education . *International Journal of instruction*, 3(1), 78-83. Retrieved from [www.e-iji.net](http://www.e-iji.net)
- Kosar. G. (2016). International Conference on Teaching And Learning English as An Additional Language, GlobELT2016. *Sosial and behavioral Science*.737
- Ledger. (2019). Micro Teaching and Pre-Service Teacher' Sense of Self Efficacy in Teaching. *European Journal of Teacher Education*, 2.
- Nguyen, T. (2015). The EffectiveneSss of Online Learning: Beyond No Significant Difference and Future Horizons. *Journal of Online Learning and Teaching*, Vol. 11, No. 2, June 2015. 309.
- Nurcholisoh. (2016). Problematika penerapan e- learning di jurusan pendidikan bahasa arab falkultas ilmu tarbiyah dan keguruan uin sunan kalijaga yogyakarta. Yogyakarta: UIN Sunan Kalijaga. 25
- Rupp, N. K. (2016). Online Leaning and Effective Leadership the Improtance of Relationship Building an Culture. 12
- Shwartz, S. S. (2011). Online Learning and Online Convex Optimization. *Foundations and Trends in Machine Learning* , Vol. 4, No. 2 , DOI: 10.1561/2200000018 1.
- Yee, R. C. (2011). Perceptions Of Online Learning in Australian University: Malaysian Students Perspectives. Malaysia: Multimedia University. 5.
- Yustika, Gaung Perwira (2019) Masalah yang dihadapi dunia pendidikan dengan tutorial online: Sebuah Short Review. *Jurnal Studi Manajemen Pendidikan*, Vol. 3, No. 2. lain curup – Bengkulu