



THE EFFECT OF LIMITED LEARNING (MICROTEACHING) ON THE TEACHING ABILITY OF IPS TADRIS STUDENTS STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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Abstract

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This study was conducted to determine how much influence limited learning (microteaching) has on the teaching ability of students of the Tadris IPS study program. This type of research is quantitative research. The population of this study consisted of 3 classes totaling 105 people, the sample of this study was taken by random sampling by drawing classes. Data analysis using normality test, regression hypothesis test. The results of the study showed a significant influence of limited learning (microteaching) on the teaching ability of Tadris IPS students. Based on the results of the regression analysis, the significance results showed $p = 0.000$ with the criteria $p < 0.05$, it can be stated that there is an influence between microteaching learning on the teaching ability of students of the Tadris IPS study program. Based on the results of the simple linear regression analysis, it can be seen that there is a positive influence that can be proven through the results of the linear regression analysis predicted using the regression equation $Y = a + bX$ or $Y = 354.675 + 0.723X$. So from the equation it can be explained that the positive constant value is 354.675 with a regression coefficient of X of 0.723, which means that Microteaching Learning (X) has increased by 1 unit, so the value of the teaching ability variable has increased by 1 unit by 0.723. This means that there is a positive influence between microteaching learning and teaching ability.

Keywords: Limited learning; Microteaching; Teaching ability

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INTRODUCTION

Higher education plays a crucial role in forming the foundation of knowledge, skills, and attitudes needed by students to become qualified teachers. Through structured and quality educational programs, prospective teacher students are introduced to educational theories, pedagogy, and teaching methodologies that are relevant to challenges in the field (Pardede, 2022). One aspect that must be considered in this preparation is the teaching ability of students. Good teaching skills will affect the effectiveness of learning in the classroom and can improve student learning achievement.

Mukholidah & Puspasari (2023) in the journal of education, science, social, and religion in the results of the study showed that microteaching learning has a significant influence on students' teaching readiness in the introduction to the school field (PLP). The results of this study indicate that microteaching has an impact on students to have teaching readiness when they do teaching practice at school. Then Mujahidah (2021) the

results of the study showed that microteaching learning had a positive influence on the self-confidence of PLP II students of the PAI Study Program at IAIN Kendari. This study provides an overview that microteaching learning can provide students with self-confidence when they have to stand in front of the class to teach, thus supporting students in implementing their teaching skills.

Microteaching learning provides an opportunity for prospective teacher students to practice teaching in a controlled atmosphere and get feedback from lecturers or colleagues. Through microteaching, students can improve their teaching skills gradually, starting from planning learning, implementing learning, to evaluating learning. Several previous studies have shown that microteaching learning can improve students' teaching abilities. For example, a study conducted by Halder & Saha (2023) showed that the teaching abilities of prospective teacher students increased after participating in microteaching learning. Likewise, a study conducted by Nurhayati (2015) found that microteaching learning had a positive effect on improving students' teaching abilities.

Teaching ability is one of the important skills that must be possessed by prospective teachers and teaching students (Zuliana, 2022). To equip this ability, one of the learning provided is microteaching. Microteaching is a small-scale teaching training technique, where prospective teacher students can practice basic teaching skills in a limited manner, both in terms of time, material, number of students, and competencies trained. There are several courses that must be taken by students of the Tadris IPS FITK UIN SU Study Program, namely the PLP II course or more often called Microteaching (limited teaching practice). This course is a practical course in the Tadris IPS Study Program. This course is taken by students in semester VI. This course is given to equip and prepare students who in the following semester will do teaching practice at school as well as their provisions when they become teachers.

In the Tadris IPS UIN Sumatera Utara Medan study program, one of the students' teaching skills is honed through the internship II/PLP II course. Before being followed by students, the PLP II (microteaching) course must have taken and passed the learning planning course, learning strategy course, learning media course, and learning evaluation course. This is important because the PLP II (microteaching) course is a teaching practice carried out in the classroom. The results of the researcher's observations in the classroom found that students were still unable to carry out microteaching (limited learning) well, this could be caused by low ability to design learning programs (RPP), lack of understanding of basic teaching skills, lack of understanding of syntax or learning steps from the model or strategy used, lack of mastery of the material to be taught, or because they experience a lack of self-confidence and excessive anxiety.

Based on the background above, the researcher feels the need to raise the title of this research, namely the Influence of Microteaching Learning on the Teaching Ability of Students in the Social Studies Education Study Program, FITK UIN SU Medan.

LITERATURE REVIEW

According to Kilic (Barnawi, 2016) about microteaching as follows: Microteaching is a method used in teacher education environments and other teaching and learning environments. In microteaching a group of prospective teachers practice to master basic teaching skills, practice teaching activities, and discuss problems found. The teaching and learning process is recorded in a video with the supervision of the supervising lecturer. Prospective teachers exchange roles, some become teachers and some become students. This method has been used in many teacher education institutions.

According to Halimah (2017), "microteaching is one of the approaches or models or techniques of teaching practice training in a limited scope to develop basic teaching skills that are carried out in isolation and in simplified situations". Another opinion according to Suwarna (Asnita, et al., 2024), "microteaching is a system that allows prospective teachers to develop their skills in applying certain teaching techniques". Meanwhile, according to Sugeng Paranto, micro learning is a method of teaching practice carried out in the teaching and learning process which is "micro"ized to form and develop teaching skills.

From the several definitions above, it can be concluded that micro teaching is a teaching method in a small scope that is used to train basic teaching skills for prospective teachers before entering the real world of teaching. Barnawi & Arifin (Barnawi, 2016) micro teaching has many benefits. This is felt starting from teacher training programs, benefits for the parties involved, and the process of finding more effective teaching methods. Microteaching is very useful in making teaching training programs for teachers a success. According to Asril (2018) the benefits of microteaching learning are as follows: 1) Developing and fostering certain skills of prospective teachers in teaching. 2) Teaching skills are controlled and can be trained. 3) Improvements or improvements can be observed quickly. 4) Better practice in mastering teaching skills. 5) During the practice, prospective teachers can focus objectively. 6) Demanding the development of systematic and objective observation patterns. 7) Increasing the efficiency and effectiveness of school use in a relatively short teaching practice time.

From the explanation above regarding the benefits of micro teaching, it can be concluded that the benefits that will be obtained when prospective teachers follow the micro teaching practice are as follows: 1) Prospective teachers can improve their shortcomings when teaching in micro teaching when they enter the real world of teaching. 2) Prospective teachers can find out their strengths and can develop those strengths. 3) By following micro teaching, prospective teachers' teaching skills will improve.

Micro Teaching Objectives Barnawi & Arifin (Barnawi, 2016) stated the objectives of micro teaching as follows: The main objective of microteaching is to equip and/or improve the performance of prospective teachers or teachers in conducting teaching and learning activities through teaching skills training. Microteaching is intended to improve the performance of teachers or prospective teachers concerning teaching skills. Halimah (2017) as follows: The first stage (cognitive stage) The first stage, prospective teacher students or practitioners are guided to understand and explore and have a general picture of the concept and meaning of basic teaching skills in the teaching and learning process, using them appropriately, synergizing one skill with another and the right time and under what conditions one skill and another are used at this stage, ideally prospective teachers, in addition to being introduced to theoretical concepts, must also see examples of the practical application of the theory through video displays of the application of the theory. Thus, prospective teacher students or practitioners can synergize their knowledge to be used in the reality of teaching which is combined with basic teaching skills. Second stage (implementation stage). In this second stage, prospective teacher students or interns actually practice basic teaching skills repeatedly, with the hope that if the interns have practiced repeatedly, they will know their shortcomings in the skills they are learning to master and be skilled in using them in the teaching and learning process. At this stage, interns can prepare learning tools starting from lesson plans, media to be used and everything required for professional teachers in the future. The third stage (feedback stage). This third stage is a flashback of the practitioner by studying the results of observations of colleagues who will provide information after seeing firsthand the

implementation of teaching practice activities. Colleagues and supervisors or extraordinary lecturers provide assessments related to the strengths and weaknesses of the practitioner which will then be discussed and used as material to improve performance as a professional prospective teacher. The teaching skills possessed by teachers are the ability to prepare lesson plans and the ability to carry out learning, namely the ability to open lessons, the ability to explain, the ability to ask questions, the ability to provide reinforcement, and the ability to close learning (PLP II Book, 2020).

Previous studies that are considered relevant in this study include research (Hafizurrahman, 2020) with the title "the effect of microteaching learning on the explanation skills of students majoring in economics education, faculty of tarbiyah and teaching, Sultan Syarif Kasim State Islamic University, Riau. This study uses a quantitative approach. The results of this study are that this study with a sample of 90 students. The data collection techniques used are documentation and questionnaires. The analysis technique used to test the hypothesis in this study is simple linear regression. Based on the results of the analysis, it was obtained that the calculated r value $> r$ table both at a significant level of 5% and 1% ($0.207 < 0.705 > 0.270$), so H_0 was rejected and H_a was accepted, which means that there is a significant influence of microteaching learning on the explanation skills of students majoring in economics education, faculty of tarbiyah and teaching, Sultan Syarif Kasim State Islamic University, Riau. The large percentage contribution of the influence of microteaching learning on the explanation skills of students majoring in economics education is 49.6%, while the rest is influenced by other factors.

METHODS

The method used in this study is a quantitative method. Data obtained from the results of the study were analyzed using descriptive statistics (Sukmadinata, 2006) and inferential statistics. This study used a population of all 6th semester IPS students who took the PLP II course. The sample in this study amounted to 50 people. Instruments in research, according to Sugiyono (2020), are tools used to measure natural or social phenomena called research variables, with two instruments used in this study, namely the assessment form for RPP and the assessment form for learning implementation. Meanwhile, documentation, according to Sugiyono (2020), is a method for obtaining data and information through various sources such as books, archives, and images, which in this study are in the form of data and photos of activities from limited learning.

Data analysis techniques in this study include reliability testing, normality testing, linearity testing, and regression hypothesis testing. Reliability testing, according to Ghozali (2006), measures the consistency of the measurement results of an instrument when carried out repeatedly, and in this study using the Cronbach Alpha formula with the help of SPSS 25.0 to ensure that the data obtained can be trusted. The normality test aims to determine whether the data comes from a normally distributed population, using the Kolmogorov-Smirnov formula. The linearity test is carried out to determine the significant relationship between two or more variables using the F table. Finally, the regression hypothesis test is used to evaluate the significant effect of the independent variable (X) on the dependent variable (Y).

Table 1.

Population

Social Studies Education Class Semester VI	Amount
Social Studies Education 1	36
Social Studies Education 2	34
Social Studies Education 3	35

Sampling is done by quota sampling (having determined the sample to be selected half of the population) (Sugiyono, 2020). Kasiram (2010) states that quota sampling is a sampling technique by setting a certain number as a target that must be met in taking samples from the population. Therefore, the calculation of the population members is clear, so for the representativeness of sampling using percentages.

RESULTS & DISCUSSION

Results

The Faculty of Tarbiyah was established in 1973 and was initially located on Jalan Sutomo Medan. Then in 1993 the Faculty of Tarbiyah and Teacher Training moved to campus II located on Jl. Willièm Iskandar Pasar V Medan Estate. Currently, the Faculty of Islamic Education and Teacher Training is led by Dean Prof. Dr. Tien Rafida, M.Hum. The Faculty of Islamic Education and Teacher Training is the largest faculty with 11 undergraduate study programs, namely Islamic Religious Education (PAI), Arabic, English, Early Childhood Islamic Education (PIAUD), Elementary Madrasah Teacher Education (PGMI), Islamic Education Management, Islamic Guidance and Counseling, Social Studies Education, Biology Education, and Indonesian Language Education. It has 2 Masters study programs, namely Islamic Education Management and English, and 1 Doctoral study program, namely Islamic Education Management. The Social Studies Education Study Program is a study program whose establishment was approved in 2015 and started its new academic year in September 2015. Currently, the accreditation of the Social Studies Education Study Program is B or Very Good.

Research Data Analysis

In the reliability test using the Cronbach Alpha formula with the help of SPSS 25.0. This formula is used to find the reliability of the instrument.

Table 2.

Reliability Test Table (RPP)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.672	.698	37

The table above shows the Scale of Ability to Design Learning Implementation (RPP) stated with a Cronbach alpha reliability index of 0.928, which means the scale is stated as reliable. Criteria: $\alpha > 0.6$, then it is stated as reliable. While the Limited Learning Implementation Scale (PP) is stated with a Cronbach alpha reliability index of 0.672, which means the scale is stated as reliable. Criteria: $\alpha > 0.6$, then it is stated as reliable.

Table 3.

Distribution Normality Test

Variables	Mean	SD	KS	Sig	Information
Ability to Design Learning Implementation Plans (RPP)	285.56	5,136	0.103	0.200	Normal
Teaching Ability (PP)	148.30	7,608	0.104	0.200	Normal

The normality test was declared normal, namely in the ability to design learning implementation (RPP) and also the ability to implement learning (PP) showed a value of 0.20, namely $P(\text{sig}) > 0.05$.

Table 4.

Linearity Test

Correlational	r^{xy}	F	P (sig)	Information
X – Y	-0.015	0.778	0.698	Linear

Based on the results of the linearity test, it can be seen from the table above that the variable of limited learning (microteaching) with teaching ability obtained the result of F difference = 0.778 with a significance value of P difference = 0.698 with the criteria $P > 0.05$. From the results of the linearity test, it can be stated that there is a linear relationship between the ability of students to design a learning implementation plan (RPP) and the ability to implement learning (PP) of students of the Tadris IPS Study Program.

Table 5.

Regression Hypothesis Testing

Regression	Coef. Det. (r²)	P	BE%	Information
X – Y	0.607	0,000	60.7%	Significant

The results of the study showed that H_0 was accepted, and H_a was rejected. Where, there is a significant positive influence of limited learning (microteaching) on the teaching ability of Tadris IPS students. It can be seen from the results that the coefficient of determination (r^2) was 0.607. So it can be concluded that the influence of Limited Learning (Microteaching) on the Teaching Ability of Tadris IPS Study Program Students is 60.7%. This is because the better the microteaching learning, the better the teaching ability of Tadris IPS Study Program students.

Table 6.

Results of Calculation of Hypothetical Mean and Empirical Mean

Variables	SD	Average / Mean Value		Information
		Hypothetical	Empirical	
Ability to Design Learning Implementation Plans (RPP)	5,136	203.5	285.56	Very high
Teaching Ability (PP)	7,608	110	148.30	Very high

In limited learning (microteaching) students showed the ability to design learning implementation plans (RPP) at a hypothetical mean of 203.5 and an empirical mean of 285.56 with a difference in the empirical mean and hypothetical mean of more than one SD (5.136). In this case, in limited learning (microteaching) the ability to design learning

implementation plans (RPP) is Very High. Then, the Teaching Ability (PP) variable shows a hypothetical mean of 110 and an empirical mean of 148.30 with a difference in the empirical mean and hypothetical mean of more than one SD (7.608). Therefore, the Teaching Ability of Social Studies Education Study Program Students shown through student teaching ability (PP) is classified as Very High. Based on the results of the regression analysis, the significance results show $p = 0.000$ with the criteria $p < 0.05$, so it can be stated that there is an influence between limited learning (microteaching) on the teaching ability of students of the Social Studies Education Study Program.

Based on the results of simple linear regression analysis, it can be seen that there is a positive influence that can be proven through the results of linear regression analysis predicted using the regression equation $Y = a + bX$ or $Y = 354.675 + 0.723X$. So from this equation it can be explained that the positive constant value is 354.675 with a regression coefficient X of 0.723, which means that if Microteaching Learning (X) increases by 1 unit, then the value of the teaching ability variable increases by 1 unit by 0.723. This means that there is an influence between Limited Learning (microteaching) on the teaching ability of students of the Social Studies Education Study Program. In this case, the hypothesis proposed is that the higher or better the limited learning (microteaching) in students of the Social Studies Education Study Program, the higher or better the teaching ability of students of the Social Studies Education Study Program. Conversely, the lower or worse the limited learning (microteaching), the lower the teaching ability of students of the Social Studies Education Study Program. Therefore, it can be stated that the H_0 hypothesis is accepted.

Discussion

This research was conducted on students of the Tadris IPS Study Program, semester VI at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan, in the 2023-2024 academic year. The sample used in this study as an experimental class was Tadris IPS 1, Tadris IPS 2, and Tadris IPS 3, semester VI. The instrument used by the researcher was an instrument used by the PPG Ministry of Religious Affairs of the Republic of Indonesia, so it was valid. The researcher conducted a normality test, reliability test, linearity test, and hypothesis test on the instruments used. The test results showed that limited learning (microteaching) had an effect on students' teaching abilities. This study is in line with research Setiawan & Mulyati (2018) which examined the effectiveness of micro-learning courses on basic teaching skills and teaching readiness, which also found that the microteaching method significantly improved students' teaching skills. In limited learning (microteaching), the teacher reviews the lecture material that has been done by the students, namely the learning plan in semester V. This needs to be done by the lecturer because in limited learning (microteaching), one of the abilities that students must have is to make a learning implementation plan (RPP), and after that they must be able to carry out learning (PP) according to the RPP they have made.

Of course, this will be in line with what Killic said that in learning (microteaching) students practice to be able to master making lesson plan (RPP), basic teaching skills, and practicing them. Furthermore, in the 2020 PLP II book issued by FITK UIN SU to be able to measure students' teaching abilities, this is measured from the ability to prepare RPP and the ability to practice or implement learning according to the RPP design. The results of this study showed that the teaching ability of Tadris IPS students was 60.7%, meaning that the hypothesis was accepted.

CONCLUSION

The conclusion of this study shows that there is a significant positive influence between limited learning (microteaching) on the teaching ability of Tadris IPS students at the State Islamic University of North Sumatra. Microteaching learning has been proven effective in improving students' teaching ability, which means that the better the implementation of microteaching learning, the better the teaching ability possessed by students. This method provides an opportunity for students to practice teaching in a controlled environment, so that they can develop pedagogical skills and increase their confidence as prospective teachers. In addition, microteaching learning also allows students to receive constructive feedback from lecturers and their peers, which is very important for self-improvement. Thus, this study confirms the importance of implementing the microteaching method in the learning process, as a strategic step to prepare students to become competent and professional teachers in the future. This also opens up opportunities for further research on the effectiveness of other learning methods in improving the quality of education.

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