

Basic Teaching Skills Based on Self-Learning

Debora^{a*}, Sulamit Syeba^b, ^aProdi Pendidikan Teknik Mesin, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Kota Palangka Raya, Kalimantan Tengah, Indonesia, ^bProdi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Kota Palangka Raya, Kalimantan Tengah, Indonesia, Email: ^{a*}debora@fkip.upr.ac.id

This research is on the development of basic teaching skills based on self-learning and the assessment of observation sheets of the Teacher's Capability Assessment Application. The procedure of the research was through three stages, namely a preliminary study to identify the development needs of basic teaching skills instruments, the second stage was testing instruments with limited testing to see instrument validity and reliability, while the third stage was testing the effectiveness of self-learning on basic skills training. Training on basic skills with this instrument is more effective than training, which only uses observation sheets and the Teacher Capability Assessment Tool. The advantages of self-learning based assessment instruments make it easier for lecturers and students to conduct basic training in teaching skills because of information important and can be used by both students and lecturers in their judgments.

Keywords: *Basic Teaching Skills, Self-evaluation, Self-learning.*

Introduction

The Education Institution is tasked with preparing professional teachers. So far, with the Micro Teaching assessment the education institution lecturers, especially in the Faculty of Teacher Training and Education Universitas Palangka Raya in conducting lectures, have students practice basic skills in teaching in the classroom by practicing teaching in front of the class and then being assessed by teachers and fellow peers. Assessment by the teacher is in the form of comments and input for the improvement of subsequent teaching training. Micro Teaching in general is basic skills training for teachers and includes: 1) explaining skills; 2) skills to open lessons; 3) skills to close the lesson; 4) asking skills; 5) skills to provide variety; 6) skills to provide reinforcement; 7) class management skills; and 8) skills in leading discussions.

From the preliminary information questionnaire for this development research, the assessment conducted by the lecturer in the Micro Teaching course of the Vocational Technology Education Study Program whose material is to train basic skills in teaching. As an assessment tool in the course, it turns out that most or 67% of lecturers use the Teacher Capability Assessment Tool from field experience at the Faculty of Teacher and Training Education. This is an assessment format for field experience practices which is basically a tool for assessing advanced skills of prospective teacher students who are considered to have mastered at least 8 (eight) basic teaching skills. The remaining 20% of lecturers used assessment tools in the form of basic teaching skills observation sheets and the other 13% did not have assessment guidelines. From the observations carried out there were also several lecturers of micro teaching subjects who besides using the observation sheet gave comments on what should be corrected orally, however there was no follow-up of the improvements made. What is desired from the objectives of this course is for students to do the Micro Teaching learning which students should know and be able to practice at least 8 (eight) basic teaching skills. Based on the objectives of the course, it is necessary to have a process assessment design so that the use of assessments by lecturers, both the Teacher Capability Assessment Tool from Field Experience at Faculty of Teacher and Training Education and the observation sheet for basic skills in teaching teachers, is more meaningful and at least fulfils the principles of objective and educational assessment.

Basic teaching skills have a positive effect on student learning achievement by 69.8%, while the rest are influenced by other factors (Watson et al., 2020; Nurul Fitri Istiqomah, 2014; Lambe & Bones, 2007; Miller et al., 2020; Kiyak, 2020). The results also show that teacher teaching skills influence student achievement (Istiqomah, 2014; Wijayanti, 2013; Srimaryanto, 2012; Saragih, 2011; Dianawati, 2011). Thus, as a teacher producer in the midst of globalisation with rapid information, the basic teaching skills of the teachers trained at Institution of Educational Staff are still relevant to the development of the era where the figure of the teacher is an integral part of improving the quality of education. The professional attitude of the teacher is absolute where teaching skills are a part of the competencies that must be possessed by a teacher (Eka, 2015; Kelentrić et al., 2018; Makovec, 2018; Widodo, 2019; Lenski et al., 2019; Aji et al., 2019). It turns out that the value of students in Micro Teaching also influences the value their field experience practices (Yuan & Mak, 2018; Ledger & Fischetti, 2020; Henson, 2020; Du Plessis, 2020). With one semester it is impossible for students to fully master the basic skills of teaching and of course the values we provide are actually subjective. The question is whether the observation sheets that are used now in the form of a check list to show the behaviour that arises are sufficient to carry out a comprehensive assessment in accordance with the principles of assessment, especially in one of the benefits of the assessment as feedback. These questions are what inspires researchers to develop an assessment of basic teaching skills in Micro Teaching courses based on self-learning. Self-

learning based assessment will be developed based on three main parameters, namely: 1) self-assessment 2) self-improvement; and 3) self-reinforcement.

From these three parameters comes a drive for continuous improvement from prospective teacher students to professional teachers who of course increase teaching skills. Self-learning based assessment models are expected to be a comprehensive assessment that emphasise the educational and objective elements, because there are several assessment techniques. Each assessment technique used in the self-learning based assessment model will be developed by incorporating the three elements of self-learning.

This evaluation technique with self-evaluation explores the ability of students to see their own strengths and weaknesses and be able to use their strengths to motivate themselves to improve their abilities by carrying out self-learning. Basic skills are very important, thus there is the need for a self-improvement agenda as an assessment sheet in basic teaching skills training as a basis for increasing the ability to continue from self-evaluation. Associated with the purpose of the assessment which functions as motivation and adheres to the principle of educative judgment, then the continuation of the self-improvement agenda is self-reinforcement. The indicators of self-reinforcement are shown in Table 1.

Table 1: Self-Learning Indicators

Variable	Sub Variable	Indicator
Self-Learning	1. Self-Evaluation	1. Self-weakness
		2. Self-Strengthening
	2. Self-Improvement	Based on his/her self-evaluation
	3. Self-Reinforcement	1. Confidence and optimism
		2. Cooperation
		3. Self-awareness
		4. Opening
		5. Ideal

The development of self-learning based assessment tools not only makes it easy for lecturers to conduct assessments, but also for students as prospective educators to understand the meaning of lifelong learning (Aspin & Chapman, 2000). In the early stages of the research, the first stages was carried out by finding information on how the assessment was carried out in the practice field experience course which practiced basic teaching skills and generally was the implementation of Micro Teaching. This stage was also the basis for the need to develop a self-learning based basic skills assessment model. The second research output was a self-learning based basic skills assessment model that has been assessed by experts and the results of the

testing of basic skills assessment models teaching self-learning based on the Vocational Technology Education Department.

Methodology

The research approach used is research development (R & D), which is used to produce a particular product and test the effectiveness of the product (Sugiyono, 2015). Research begins with a potential and problem and then collects data for the initial steps of product design, design validation, design revision, product testing, product revision, use test and product revision to be made as a mass product (Sugiyono, 2010). The stages of research are as follows:

- A. Preliminary Research: 1) collecting information as material for planning self-learning based assessment models; 2) information gathering by conducting interviews and special questionnaires for several lecturers representing study programs in the Faculty of Teacher Training and Education as lecturers of Micro Teaching courses; 3) data collection; 4) data analysis; 5) data interpretation; and 6) reporting on the results of preliminary research as a basis for the development of a self-learning based basic skills assessment model.
- B. Development phase. Learning tools are in the form of developing a self-learning based basic skills assessment model with five stages as follows: (1) compiling a model of self-learning based basic skills assessment; (2) expert appraisal (material expert, learning technology expert); (3) revision of the self-learning based basic skills assessment model; (4) the trial is limited to the Mechanical Engineering Education Study Program.
- C. The third stage is evaluation by conducting a trial limited to students who take field experience courses in Mechanical Engineering Education Program at the Faculty of Education and Training, Palangka Raya University.

Data analysis of the study was carried out with quantitative and qualitative approaches. Data in the form of suggestions and criticisms from experts and students was analysed with a qualitative approach, while the feasibility model of the assessment model and suggestions / opinions regarding the suitability of the learning device were analysed with a quantitative descriptive approach. The feasibility of learning devices can be analysed with the following steps:

1. Tabulate research data
2. Calculate the average score of each indicator using the formula:

information:

x = average score

N = number of trial subjects

$\sum X$ = number of scores

$$x = \frac{\sum X}{N}$$

3. Calculate the average score for each aspect
4. Interpreting qualitatively the average number of scores for each aspect using the following scale score conversion formula

Table 2: Average Amount Conversion Guidelines Scores Become Values with Five Categories

Number	Score range	Grade	Categorisation
1	$Mi + 1,50Sbi < X$	A	Very good
2	$Mi + 0,50Sbi < X \leq Mi + 1,50Sbi$	B	Good
3	$Mi - 0,50Sbi < X \leq Mi + 1,50Sbi$	C	Fair
4	$Mi - 0,50Sbi < X \leq Mi - 1,50Sbi$	D	poor
5	$X \leq Mi - 1,50Sbi$	E	Very poor

Source: Saifudin Azwar (2002: 163)

Results and Discussion

Information collection was with interviews and information questionnaires for the implementation of Micro Teaching courses in the Vocational Technology Education department. To obtain information on the implementation of Micro Teaching, the researcher explores information using a questionnaire instrument (attachment 1). Respondents were lecturers of Micro Teaching courses in the Mechanical Engineering Education Study Program and Building Engineering Education Study Program with a total of 6 (six) people. The grid of information questionnaire instruments for implementing Micro Teaching as in Table 3.

Table 3: Grid of Information Micro Teaching Information Questionnaire

No	Information Aspects	Indicators	Number of Items
1.	Planning	1.1. Introduction to courses	1
		1.2. Basic teaching skills that are trained	1
2.	Implementation	2.1. The role of the lecturer	2
		2.2. Method of conducting lectures	2
3.	Assessment	2.2. Assessment tool used	2
Total numbers of Item			8

The results of information on the implementation of Micro Teaching are as follows:

- a. In the introduction to the Micro Teaching course the lecturer explained in advance about 8 (eight) basic teaching skills to students.
- b. All lecturers act as facilitators and trainers.
- c. All students are given the opportunity to practice basic teaching skills on a limited basis.

- d. Of the 8 (eight) basic teaching skills that are trained in accordance with the theory, it turns out that not all Micro Teaching lecturers have the same understanding of basic teaching skills. Only 30% of lecturers understand 8 (eight) basic teaching skills.
- e. Before practicing teaching in front of the class, students are given the opportunity to consult and negotiate with the supervisor who will be trained.
- f. 67% of lecturers stated that they conducted an assessment with the Teacher Capability Assessment Tool in accordance with the guidelines for practice field experience as 20%, via the internet as 13%

Data analysis was performed with quantitative and qualitative approaches is shown in Table 4, especially for model feasibility data.

Table 4: Summary of Feasibility Data for Self-learning Based Assessment Models

No	Valuation model	Average scores	Scores	Ideal maximum scores	Ideal minimum scores	Ideal mean (Mi)	Sbi	Information
1	Self-Evaluation	4,28	32	5	1	21	4,67	Very good
2	Self-Improvement Agenda	4,28	32	5	1	21	4,67	Very good
3	Self-Reinforcement	4,36	33	5	1	21	4,67	Very good

Based on the results of quantitative validation, the development of a tool for evaluating basic teaching skills observation, self evaluation and self development are included in the excellent category. The qualitative analysis in the form of comments and suggestions from the validator are as follows:

1. The instrument is equipped with an introduction.
2. The instrument framework can be supplemented by the identity of the respondent, the introduction containing an explanation of the instrument's description and the purpose of the instrument, as well as the confidentiality of the respondent's data.
3. Improvement of sentences and grammar.

Specifically for self-reinforcement, a questionnaire was given, so that the test used empirical testing of 21 students who took part in Micro Teaching. The results of the validity test are as shown in Table 5.

Table 5: Test the Validity of Self-strengthening Questionnaire

Dimension	Indicators	Numbers of item	Total numbers of items	rhitung	rtable	Status
Self-strengthening	1. Confidence and optimism	1	11	0,602	0,413	Valid
		2		0,498		Valid
		3		0,512		Valid
		4		0,577		Valid
		5		0,539		Valid
		6		0,680		Valid
		7		0,577		Valid
		8		0,740		Valid
		9		0,573		Valid
		10		0,590		Valid
		11		0,590		Valid
	2. Cooperation	12	2	0,602	0,413	Valid
		14		0,669		Valid
	3. Self-awareness	15	2	0,561	0,413	Valid
		13		0,625		Valid
	4. Openness	17	2	0,700	0,413	Valid
		16		0,561		Valid
	5. Ideal	18	2	0,740	0,413	Valid
		19		0,598		Valid
	Amount of Self Strengthening Questionnaire Statement		19			

Reliability of the valid self-strengthening questionnaire instrument items was analysed by Cronbach Alpha technique. Based on the results of the reliability calculation of 19 questions, the results obtained $r_{11} = 0.749$. To find out the reliability of the instrument, it is necessary to find the product moment r table value with degrees of freedom, $dk = N-2 = 19-2 = 17$ with a significance level $\alpha = 0.05$, obtained $r_{table} = 0.455$. If $r_{11} \geq r_{table}$ means reliable. Because $r_{11} = 0.749 > r_{table} = 0.444$, the self-strengthening questionnaire instrument is reliable.

Based on the principles of assessment as follows: 1) valid, meaning that the assessment is based on data that reflects the measured ability; 2) objective, meaning that the assessment is based on

clear procedures and criteria, not influenced by the subjectivity of the assessor; 3) fair, means that the assessment is not beneficial or detrimental to students because of special needs and differences in religious, ethnic, cultural, cultural, social and economic status and gender backgrounds; 4) integrated, meaning that the assessment by the educator is an integral component of learning activities; 5) open, meaning assessment procedures, assessment criteria and the basis for decision making can be known by the parties concerned; 6) comprehensive and sustainable, meaning that the assessment by educators covers all aspects of competence using various appropriate assessment techniques to monitor the development of students' abilities; 7) systematic, meaning that the assessment is carried out in a planned and gradual manner by following the standard steps; 8) referring to criteria, meaning the assessment is based on the measure of achievement of the specified competencies and ; 9) accountable, means that the assessment can be accounted for, both in terms of techniques, procedures and results. (Arifin, Zainal, 2011; Purwanto, Ngalm: 2009; Sudjana, Nana, 2013). The principle of assessment must also be educative so that it is able to motivate students to improve planning and learning methods in achieving graduate learning outcomes (Minister of Research, Technology and Higher Education Regulation of the Republic of Indonesia number 44 of 2015, Article 20 paragraph 1, 2). Thus, the development of assessment instruments in Micro Teaching activities is a task that is always carried out by lecturers. Micro Teaching is also a component of skills that are always trained (Applebee, t.t.).

The quality of education is largely determined by the quality of the teacher and the professional development of the teacher who determines the improvement of the quality of education. One of the important things in improving the quality of learning by teachers is the teacher's skills in teaching. Improving teacher learning skills based on self-learning is a concept that emphasises the evaluation carried out by the teacher itself in all learning that is carried out. From self-evaluation, there is the basis for a teacher to make improvements by doing reinforcement-strengthening on himself.

Conclusion

The research findings concluded that the development of Micro Teaching assessment instruments based on Self-Learning was included in the excellent category for prospective teachers. This research recommends the importance of Microteaching as a reference for developing teaching skills.



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