

CHAPTER I

INTRODUCTION

A. Background

Education is something that is needed for every individual. Humans as individuals need education to be able to develop with the times. The target of education is an effort to advance and improve Human Resources in improving life, both in the scope of personal, community, and national. Education is also an important and major one in the framework the nation and state development, including in Indonesia. As stated in the Preamble to the 1945 Constitution. Alinea IV states that one of the national goals of the Indonesian nation is to educate the nation's life. This means that Indonesia places education as an important and main thing in the development of the Indonesian nation itself.

One of the factors affecting the successful implementation of education is the teacher, in this case, it is a professional teacher. Therefore, a teacher must have a standard of competence in carrying out his educational duties. One of the government's efforts to make teachers professionals, namely by establishing Government Regulation No. 19 of 2005 concerning National Standards for Education Chapter VI Article 28 Paragraph 3 states that: "A teacher must have four competencies, namely

(1) pedagogical competence, (2) personality competence, (3) professional competence, and (4) social competence".¹

As one of the Educational Institutions, the English Education Department UIN Banten has the obligation to prepare and carry out good education and training for every pre-service teacher. The educational process for pre-service teachers requires many things, including providing opportunities for pre-service teachers to teach directly to train and stimulate the frame of mind, especially those related to the development of materials or skills in teaching English. One of the programs prepared in preparing competent and professional teacher candidates is Microteaching which is applied in the Microteaching Program as preparation through theory and practice so that students do not feel stiff in front of students, because before going into the field (school) they have first carried out learning exercises.

Microteaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and practice teaching under controlled conditions.² Microteaching is a performance training method designed to limit the components of the learning process so that practice can master the components one by one in a simple teaching

¹ Aulia Akbar, "Pentingnya Kompetensi Pedagogik Guru," *JPG: Jurnal Pendidikan Guru* 2, Vol. 18, No. 1, (Juli, 2021), 23.

² Reddy KR, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)," *Journal of Gandaki Medical College-Nepal* 12, No. 1 (2019), 65–71.

situation. Thus, Microteaching learning is to train pre-service teachers so that they have basic and special skills in the learning process practice teaching under controlled conditions.³ Microteaching is a performance training method designed to limit the components of the learning process so that practice can master the components one by one in a simple teaching situation. Thus, Microteaching learning is to train pre-service teachers so that in the learning process they have basic and special skills. One of the emphasized skills for future teachers is pedagogic abilities.⁴

Based on the National Education Standards, the explanation of Article 28, Paragraph 3 items a, b, c, and d. Pedagogic competence is the teacher's ability to manage student learning, which consists of the ability to understand students, the ability to design and implement learning, the ability to evaluate learning, the ability to help the development of students, and the ability to actualize the various potentials of students. Professional competence is the ability to master learning materials broadly and deeply that allows guiding students to meet the competency standards set out in national standards. Social competence is the ability to communicate and get along effectively with students, fellow educators, education staff, parents/guardians, and the surrounding community.

³ *Ibid.*

⁴ Arifmiboy, *Microteaching Model Tadaluring* (Jawa Timur: Wade Group, 2019),

Personality competence is a personality that must be attached to an educator who is a person who is steady, stable, mature, wise, has a noble character, and can be used as an example for students.

These basic competencies are necessary for the learning process, one of which is pedagogic competence. Pedagogic competence is an ability that must be possessed by a teacher to carry out teaching and educational tasks successfully. The teacher must formulate goals, set the time of the learning process, and assess the smoothness of learning following the needs and abilities of students, especially in the development of English material. However, there is something different in the implementation of Microteaching in the Class of 2018, especially in the English Education Department of UIN Banten which was carried out online due to the arrival of the Covid-19 pandemic. This can affect later field practice that is carried out directly in schools whether students have received a sufficient debriefing, especially in pedagogic competence and whether the Microteaching program is effective for pre-service teachers, especially in the English Education Department of UIN Banten.

The pandemic that occurred in 2019 changed a lot of the order of human life, including in the field of education. Pandemic conditions make people unable to interact directly which results in the world of

education being disrupted. Academics are required to be able to adapt to maintain the stability of the world of education, seeing this as a necessity for the entire society. However, over time the world of learning began to adapt to get used to being able to survive in all conditions including pandemics. The problems that occur today one by one are starting to be resolved as in learning several online learning platforms can be used when conditions do not allow for face-to-face learning to be held.

The implementation of online Microteaching in universities has a positive and negative impact. Some of the positive impacts include time efficiency and making the implementation of Microteaching more effective and flexible, but on the other hand, the use of online Microteaching has an impact on student competence is not by the application of conventional Microteaching because all indicators that show students' teaching ability are not monitored directly by lecturers. Abilities such as how gestures and teaching styles are applied by students also cannot be directly ligated, this is the problem how the views or perceptions of students if Microteaching is held online, so that's why the Researcher raised this research. The researcher himself is one of the participants of the online Microteaching program so the researcher can make direct observations and experiences to obtain information.

Student perceptions are an important part because they are related to the assessment of the effectiveness of online Microteaching courses and in this study, the perception will be that English Education students as EFL learners who are more specific about the development of English language material. This assessment is a form of response to students' perceptions after taking online Microteaching courses in carrying out the learning process. Students' perceptions of the effectiveness of Microteaching courses are responses or observations about the effectiveness of online Microteaching learning activities that have been carried out. Students observe how the Microteaching activities are carried out whether they are following the indicators that have been set or not.

Based on this background of thought, the Researcher is interested in conducting research with the title **The EFL Learners' Perception of Online Microteaching Program During Pandemic Covid19.**

B. Identification of The Problem

Based on the background of the study above, the identification of the research problems is:

1. There is still a lack of effectiveness in online Microteaching course in providing teaching skills for pre-service teacher.

2. There is still a lack of pedagogic competence possessed by the English Education Department students at UIN SMH Banten in the academic year 2020/2021.

C. Limitation of The Study

Based on the identification of the problems above, then the researcher limits the problems as follows:

1. The scope of this research we are focused on EFL Learners' perception of the implementation of online Microteaching course in the academic year 2020/2021 at the English Education Department of the Faculty of Education and Teacher Training of UIN SMH Banten.

D. Statement of The Problem

Based on the limitations of the above problems, the Researcher formulates the problems in this study as follows:

1. What is the EFL Learners' perception of the Online Microteaching courses in providing teaching skills for pre-service teacher students at the English Education Department of UIN Banten?
2. What is the EFL learner's perception of the pedagogical competence in language teaching skills of English Education Department students in the implementation of online Microteaching course?

E. Objective of The Study

The purpose of conducting this study is to find out:

1. Perceptions of EFL Learners about the effectiveness of online Microteaching courses in providing teaching skills for pre-service teacher students at the English Education Department of UIN Banten.
2. EFL Learners' perceptions of the pedagogical competence in language teaching skills of English Education Department students in the implementation of online Microteaching.

F. Research Benefits

The benefits of this study include:

1. Theoretical benefits
 - a. The results of this research are expected to be useful in developing the concepts of implementing effective Microteaching course.
 - b. Can be the basis for study materials for further and more in-depth research on related issues.
2. Practical benefits
 - a. For students, the results of this research are expected to enrich knowledge in the field of professional development about teaching in education

- b. For lecturers who teach Microteaching courses, this research is expected to be used as input to improve the quality of Microteaching course.
- c. For the Faculty of Education and Teacher Training (FTK) UIN Banten, it can be an input and a basis for FTK to improve the implementation of Microteaching courses in the future, so that it will be more effective.
- d. For the FTK UIN Banten Laboratory, as input for improvements in the implementation of Microteaching and teaching practices (PPLK) in the following years.