



## IMPLEMENTATION OF FULLY ONLINE MICROTEACHING MODEL TO IMPROVE THE TEACHING COMPETENCE OF ARABIC LANGUAGE PRE-SERVICE STUDENT TEACHERS

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### **Abstract**

*Pandemic has changed microteaching models from offline to fully online. This requires skills that integrate technology into the lesson planning and teaching practice. This study aims to describe the implementation of fully online microteaching models to improve the teaching competence of Arabic language pre-service student teachers, its problems and solutions. This study uses qualitative descriptive method. Data were collected using observation, interviews, and documentation techniques and analyzed with Miles, Huberman, and Saldana interactive model of qualitative analysis technique. The study results show that the Arabic Microteaching course at the Faculty of Education and Teacher Training of Sunan Ampel Islamic State University was designed to be fully online using two models, namely synchronous and asynchronous models, using the media of Google Classroom and Google Meet. This model has its problems. The limited internet package made the students unable to turn on their cameras. This made the teaching practice less interactive. It also hampered the development of the social skills of the teaching practice students. The problem was overcome by regulating the turn to turn on the camera in the synchronous model and maximizing the offline asynchronous model by getting the students to attend [the class] and by recording the teaching practice in video. In this way, the fully online microteaching model can make Arabic language pre-service student teachers more competent in designing their lesson plans and in practicing digital-based learning creatively and innovatively.*

**Keywords:** *Fully online learning, Microteaching, Synchronous, Asynchronous learning.*

### **Abstrak**

Pandemi mengubah model *microteaching* dari luring menjadi *fully online* yang membutuhkan keterampilan dalam mengintegrasikan teknologi pada penyusunan *lesson plan* dan praktik mengajar. Tujuan kajian ini mendeskripsikan implementasi *microteaching* Model *Fully Online* dalam meningkatkan kompetensi mengajar mahasiswa calon guru bahasa Arab, problematika dan solusinya. Metode penelitian

dalam kajian ini adalah deksriptif kualitatif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Sedangkan analisis data menggunakan teknik analisis kualitatif model interaktif versi Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa perkuliahan microteaching Bahasa Arab di Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel didesain secara *fully online* dengan dua model yaitu *synchronous* dan *asynchronous* dengan media *google classroom* dan *google meet*. Terdapat problematika dalam *microteaching* model *fully online* yaitu keterbatasan paket internet yang menyebabkan kamera mahasiswa tidak dinyalakan dan membuat praktik mengajar kurang interaktif sehingga kompetensi sosial mahasiswa praktikan kurang terlatih, solusinya adalah mengatur giliran menyalakan kamera pada model *synchronous* dan memaksimalkan model *asynchronous* versi luring dengan menghadirkan peserta didik dan merekam praktik mengajar dalam video. Dengan demikian, melalui *microteaching* model *fully online*, mahasiswa calon guru bahasa Arab semakin kompeten dalam mendesain *lesson plan* dan mempraktikkan pembelajaran berbasis digital secara kreatif dan inovatif.

**Kata Kunci:** *Fully online learning, Microteaching, Synchronous, Asynchronous learning.*

## INTRODUCTION

The success and quality of learning depend on the teacher's teaching quality. Teacher's teaching quality determines whether or not learning objectives are achieved.<sup>1</sup> Therefore, any endeavours to improve education quality should begin with the improvement of teacher quality. One of the indicators of teacher quality is his/her professionalism in administering the quality learning process. In other words, a professional teacher is a determining factor in quality learning process.<sup>2</sup>

Learning is a complex process. It involves several factors, such as learning objectives or competences that learners need to achieve, learning materials, learning methods and media, learning resources, evaluation, learners, teachers, and learning environments.<sup>3</sup> A teacher administering a learning process in the classroom needs to be able to manage all the leaning elements or components above in order to be able to optimally achieve the learning objectives.<sup>4</sup>

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<sup>1</sup> Asep M Tamam, "Program Penyiapan Dan Pembinaan Guru Bahasa Arab Profesional Di Indonesia," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (2014): 49–62.

<sup>2</sup> Dewi Wulandari, "Kompetensi Profesionalisme Guru," *E-Jurnal Aksioma Ad-Diniyyah: The Indonesian Journal of Islamic Studies* 9, no. 1 (2021).

<sup>3</sup> Umi Hanifah, "Pengembangan Microteaching Model Rehearsal Dan Lesson Study Melalui LMS Berbasis Web Bagi Mahasiswa Calon Guru Bahasa Arab Di Fakultas Tarbiyah Dan Keguruan UIN Sunan Ampel Surabaya," (UIN Sunan Ampel Surabaya, 2021), 1.

<sup>4</sup> Ahmad Munir Saifulloh and Mohammad Darwis, "Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19," *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 3, no. 2 (2020): 285–312.

One of the efforts to prepare pre-service student teachers for administering the complex task of learning process is teaching practice that uses a simplified learning approach called microteaching. Microteaching is a means to introduce and prepare pre-service student teachers for the complexity of learning and is a link between teaching theories and learning practice.<sup>5</sup> Compared to other South East Asian countries, Indonesian education quality is considered low. One of the underlying factors is the large number of teachers who do not have the professional teaching competence.<sup>6</sup> Indonesian teacher report cards in the Teacher Competence Tests (UKG) from 2015 until 2017 were still low, i.e., below 70 out of the maximum score of 100.<sup>7</sup> Teachers Colleges (LPTK) must take the responsibility for this.<sup>8</sup> These teachers' colleges, most of which are faculties of teacher's training, have not been able to produce professional teachers. Their graduates have poor professional competence (mastery of learning materials) dan poor pedagogical competence (ability to plan and implement classroom learning).<sup>9</sup> Therefore, the competence of Indonesian teachers still need to be improved. It is for this reason that teachers' colleges (LPTK) as a teacher producing institution are required to improve their quality to improve the quality of their graduates.<sup>10</sup>

A number of studies about the quality of Arabic language teachers have identified the weaknesses of professional Arabic language teacher preparation programs in teachers' colleges (LPTK). Weak teacher preparation programs will produce poor teachers. It will have result in the

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<sup>5</sup> Rose M Pringle, Kara Dawson, and Thomasenia Adams, "Technology, Science and Preservice Teachers: Creating a Culture of Technology-Savvy Elementary Teachers," *Action in Teacher Education* 24, no. 4 (January 2003): 46–52, <http://www.tandfonline.com/doi/abs/10.1080/01626620.2003.10463278>.

<sup>6</sup> Tri Nur Wahyudi, "Peran Lembaga Pendidikan Tenaga Kependidikan (LPTK) Dalam Mempromosikan Guru Pembelajaran Untuk Meningkatkan Profesional Guru," in *Seminar Nasional Pendidikan FKIP Universitas Muhammadiyah Surakarta* (Universitas Muhammadiyah Surakarta, 2016), 1.

<sup>7</sup> Zulfakar Zulfakar, Bukman Lian, and Happy Fitria, "Implementasi Supervisi Akademik Dalam Meningkatkan Kinerja Guru," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 5, no. 2 (2020): 230.

<sup>8</sup> Caraka Putra Bhakti and Ika Maryani, "Peran LPTK Dalam Pengembangan Kompetensi Pedagogik Calon Guru," *JP (Jurnal Pendidikan): Teori Dan Praktik* 1, no. 2 (2016): 98–106.

<sup>9</sup> Juju Juangsih, "Peran Lptk Dalam Menghasilkan Guru Yang Profesional," *Wahana Didaktika: Jurnal Ilmu Kependidikan* 12, no. 2 (2015); Lussy Dwiutami Wahyuni, Winda Dewi Listyasari, and Anna Armeini Rangkuti, "Minat Baca Dan Gaya Belajar Mahasiswa LPTK Sebagai Calon Guru Profesional Di Era Digital," *PERSPEKTIF Ilmu Pendidikan* 31, no. 1 (2017): 37–42; Azhar, "Kondisi LPTK Sebagai Pencetak Guru Yang Profesional," *Jurnal Tabula Rasa PPS UNIMED* 6, no. 1 (2009): 1–13.

<sup>10</sup> Florianus Dus Arifian, "Peran Lembaga Pencetak Tenaga Kependidikan (LPTK) Dalam Mempersiapkan Generasi Emas Bangsa," *Jurnal Pendidikan dan Kebudayaan Missio* 11, no. 1 (2019): 26–38; Juju Saepudin, "Kesiapan Lembaga Pendidikan Tenaga Kependidikan Dalam Menyiapkan Guru Profesional Di IAIN Raden Intan Lampung," *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan* 19, no. 2 (2021): 220–235; Umi Hanifah, Mukhoiyaroh Mukhoiyaroh, and Rizki Gumilar, "Online Learning System for Arabic Teacher Professional Education Program in the Digital Era," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 117–135.

poor competence of Arabic language teachers,<sup>11</sup> which in turn will create problems in Arabic language learning.<sup>12</sup>

Some of these problems need to be the basis of evaluation and monitoring for Indonesian Teachers Colleges (LPTK), including the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University, in their efforts to improve teachers' competence, including Arabic language teachers. There are a number of problems in the teacher preparation program of Arabic Education Study Program of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University. Some of these problems are related to the previous microteaching models, which needed to be adjusted during the pandemic. The fully offline model was faced with the limited time that the students have in preparing the lesson plans and the lecturers in observing and giving reflective feedback for the teaching practice. The hybrid or blended learning needed some adaptation between offline and online learning models. The fully online model requires skills that integrate Information and Communication Technology (ICT) into the design of the teaching practice of pre-service student teachers and improvement in their teaching competence. The Covid-19 pandemic had posed a significant challenge to teaching practice, including the microteaching practice for Arabic language pre-service student teachers, particularly because Arabic is a foreign language for Indonesian students.<sup>13</sup>

In consideration of the above background, therefore, this study aims to examine the implementation of fully online microteaching model in improving the teaching competence of Arabic language pre-service student teachers, i.e., the 6<sup>th</sup> semester undergraduate students of Arabic Language Education Study Program of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University.

## METHOD

This study uses descriptive-analytical method. The method is used to describe the objective condition of the implementation of fully-online microteaching model to improve the teaching competence of Arabic language pre-service student teachers of the Arabic Education Study Program of Sunan Ampel Islamic State University, the problems it had and a critical analysis of them.

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<sup>11</sup> Uril Bahruddin, *Tathwir Manhaj Ta'lim Al-Lughah Al-Arabiyyah* (Malang: UIN Maulana Malik Ibrahim Press, 2010), 30.

<sup>12</sup> Aziz Fahrurrozi, "Pembelajaran Bahasa Arab :Problematika Dan Solusinya," *Jurnal Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2014): 161–180.

<sup>13</sup> Suci Ramadhanti Febriani, "Implementation of Arabic Learning during COVID-19 Emergency in Indonesia: HOTS, MOTS, or LOTS?," *Alsinatuna* 5, no. 2 (2020): 117–129.

The primary source of data used for this study are the 6<sup>th</sup> semester pre-service student teachers of the Arabic Education Study Program of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University. The secondary source of data that supports the primary data was obtained from the director of the laboratory, the Education and Teachers' Training Faculty and various documents, such as videos of the teaching practice conducted by Arabic language pre-service student teachers, and video evaluation grading as the source of information about the online microteaching model and the student teachers' teaching competence.

Several data collection techniques were used for this study. First, observation. The technique was used to obtain information about the implementation of fully online microteaching at the Arabic Education Study Program of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University and the conditions relevant to this study. Second, interview. Interview was used to collect data about the processes of fully online microteaching course. Third, documentation. The documents needed for this study were teaching practice videos that had been commented on and graded by the lecturer in charge, students' and Arabic teachers' comments in the LMS discussion forums or Google Classrooms, the Microteaching Guidebook of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University, lecturing journals, attendance lists (students' participation), Learning Evaluation Rubrics, teaching practice grades of the Arabic pre-service student teachers, and other documents relevant to the topic of the study.

Data obtained from interviews, observations, and documentation were analyzed using the interactive model of qualitative data analysis of Miles, Huberman, and Saldana. After the data were collected, they were condensed by selecting, simplifying, abstracting and or transforming them. The data were not reduced as in the term used in Miles, Huberman, and Saldana's model of interactive data analysis before being revised.<sup>14</sup> During the condensation stage, the data were not reduced. Instead, they were summarized, paraphrased, and combined with other data. After being condensed, the data were presented and the relevant data were displayed in a narrative form. Subsequently, they were interpreted and conclusions were drawn. Data analysis began before the researcher work on the field, while working on the field, and after the field work was completed.

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<sup>14</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Los Angeles: SAGE Publications, Inc., 2014), 12.

## RESULT AND DISCUSSION

### Implementation of Fully Online Microteaching Model to Improve the Teaching Competence of Arabic Language Pre-service Student Teachers of The Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University

At the beginning of the Even Semester of the 2021/2022 Academic Year, countries of the world, including Indonesia, were still not free from the threat of the Covid-19 pandemic. This condition impacted the academic activities of education institutions, including those at the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University in Surabaya.

Courses in the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University, including Microteaching for the 6<sup>th</sup> semester students, were run in accordance with the rector's policy contain the Rector's Circular Letter.<sup>15</sup> According to the Rector's Circular Letter Number 342 of 2022 on the Implementation of Face-to-Face Classes for the Even Semester of the Academic Year of 2021/2022 at Sunan Ampel Islamic State University Surabaya, it was decided that: Courses of the second and fourth semesters were to be conducted face-to-face, whereas courses of the sixth semester and above were to be conducted online. Hence, according to this policy, the Microteaching course for the sixth semester students of the Arabic Language Education of the Faculty of Education and Teachers' Training was to be conducted fully online.<sup>16</sup>

Based on the observation, the Microteaching course was conducted in 16 fully online sessions, 13 of which were slotted for the 1<sup>st</sup> and 2<sup>nd</sup> rounds of online teaching practice with the two sessions, i.e. session 14 and 15, used for school field observation or PLP-I (School Visit) and assignment to make a module of Pancasila student profile project, which was monitored online through Sate Prada application. The last remaining session, i.e. session 16, was used for Reflection and submission of portfolio assignment through Sate Prada Laboratory of the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University and Google Classroom LMS.

The implementation steps of the fully online model of Microteaching activities for the Arabic student teacher of the Arabic Education Study Program of Sunan Ampel Islamic State University are presented in the following sequence chart of Arabic Microteaching course:<sup>17</sup>

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<sup>15</sup> Rektor UIN Sunan Ampel Surabaya, "Surat Edaran Rektor Nomor 342 Tahun 2022 Tentang Penyelenggaraan Perkuliahan Tatap Muka (PTM) Semester Genap Tahun Akademik 2021/2022 Pada UIN Sunan Ampel Surabaya," 2022.

<sup>16</sup> Ibid.

<sup>17</sup> Tim Laboratorium Fakultas Tarbiyah dan Keguruan UINSA, *Pedoman Pengenalan Lapangan Persekolahan (PLP) I - Microteaching Fakultas Tarbiyah Dan Keguruan UIN* (Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2022).

Session 1: Introduction to the course. Session 1 fully online model of Microteaching, which was conducted online synchronously through Google Meet and asynchronously through Google Classroom, covered: Introduction to the course, course registration, explanation on Semester Study Plan (RPS): *Sequence* list of materials to be covered and assignments that need to be completed as a form of *assessment* for Arabic Microteaching course.

Session 2: *Reinforcement of Theory*. This session was conducted online synchronously through Google Meet and asynchronously through Google Classroom. It was used to examine the current curricula, namely Curriculum 2013, Exigency Curriculum, and Independent Curriculum (*Kurikulum Merdeka*). The lecturer explained regulations related to the curricula and students were divided into 3 groups to discuss the regulations relevant to the curricula, made a mind map of them, and presented them synchronously online on Google Meet followed by question-and-answer session which was conducted asynchronously on Google Classroom.

In Session 3, students observed an Arabic class by watching an instructional video performed by an Arabic teacher. Reports of the video observation were uploaded onto the discussion forum *Classwork* at Google Classroom of Session 2. Then representatives of students presented their observation results synchronously online. This was followed by an asynchronous discussion in the discussion forum of Google Classroom. Class observation is the first step in Microteaching. This step corresponds to Albert Bandura's observational learning theory and John Dewey's learning experience theory. Through class observation, student teachers will get the experience and knowledge about learning and its practice, and in the subsequent step will be able to apply it in a teaching practice, called *peer teaching*.<sup>18</sup>

Learning Management System (LMS) has a significant benefit to the effectiveness of Arabic Microteaching. This is relevant to the functions of LMS, namely facilitating access to course material contents, providing feedback, and promoting communication and collaboration in classroom learning processes.<sup>19</sup> Additionally, LMS can also be used as interactive learning media.<sup>20</sup> Therefore, the use of LMS the Arabic Microteaching course is relevant to the concept of

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<sup>18</sup> Umi Hanifah, "Pengembangan Microteaching Model Rehearsal Dan Lesson Study,"

<sup>19</sup> J. Sorbie, "Exploring Teacher Perceptions of Blended Learning" (2015), 251. Periksa juga: Muhammad Luthfi Hidayat, Wibowo Heru Prasetyo, and Jan Wantoro, "Pre-Service Student Teachers' Perception of Using Google Classroom in a Blended Course," *Humanities and Social Sciences Reviews* 7, no. 2 (2019): 363–368.

<sup>20</sup> Matthew Kearney et al., "Viewing Mobile Learning from a Pedagogical Perspective," *Research in Learning Technology* 20, no. 1 (February 3, 2012): 1–18, <http://www.researchinlearningtechnology.net/index.php/rlt/article/view/14406>.

Technological Pedagogical Content Knowledge (TPACK) which integrates 3 main aspects, namely technology, pedagogy, and content,<sup>21</sup> that make up an effective and efficient lecturing process.

Session 4: Preparation (the making of lesson plans, etc.) is the preparation that the student teacher needs to make for peer teaching, including the making of lesson plans (RPP) and all their required attachments, namely learning materials, learning media and manual media, learner worksheets (LKPD) and evaluation instruments. In making the lesson plans, the Microteaching student teachers were divided into two groups, namely the *Madrasah Tsanawiyah* (MTs) or Junior High School level group and the *Madrasah Aliyah* (MA) or Senior High School level group.

When the lesson plans were ready, the lecturer asked the representatives of the students of each group to present their lesson plans and make a simulation of them in the class in the model of lesson study. When a group was making a presentation and simulating their lesson plan, other groups and the lecturer listened to them, observed them and provided feedback to them with comments, inputs or suggestions. When the reflection process was completed, the students would revise and improve their lesson plans. Through this lesson study model, the student teachers will be better prepared with their lesson plans and doing their teaching practice. This is in accordance with Iksan et. al., who stated that the use of Lesson Study model in Microteaching not only did innovate the learning process, but also was able to improve the student teacher's competence who is in the process of practicing teaching.<sup>22</sup>

Sessions 5 to 13: *Microteaching and Reflection*. This is the actual teaching practice activity that the students do in the virtual class for synchronous mode and in offline class (with student attendance) for asynchronous mode, which was recorded on video. Students who conducted the practice or simulation is called *praktikan* (practicing student). Some of the other students played the role the learners (for synchronous online practice). Two students became observers (lesson plan observer and teaching practice observer). Every student has to do teaching practice at least twice.

During the teaching practice, the observer would observe how the practicing student teach and give an evaluation on the observation sheet or the teaching practice grading sheet. This evaluation is expected to help students achieve their microteaching objectives. As stated, microteaching aims to provide student teachers with the opportunity to practice their basic teaching skills in front of their peers so that as prospective teachers they will have the integrated mental readiness, skills and

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<sup>21</sup> Punya Mishra and Matthew J Koehler, "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge," *Teachers college record* 108, no. 6 (2006): 1017–1054.

<sup>22</sup> Zanaton H Iksan, Effandi Zakaria, and M Daud, "Model of *Lesson Study* Approach during Micro Teaching," *International Education Studies* 7, no. 13 (2014): 253–60.

competence performance to do the actual teaching at school and become a professional teacher.<sup>23</sup> Therefore, a suitable and appropriate e-learning microteaching model is essential in ensuring that the quality and content of the online course can bolster the achievement of the objectives of microteaching and strengthen the competence of the prospective teachers during the COVID-19 pandemic.<sup>24</sup>

When a student had completed their lesson according to his/her lesson plan, the observers would give an evaluation, comment and suggestion as feedback in accordance with the lesson plan and teaching practice evaluation instrument. The evaluation includes the following aspects:

First, skills in opening a lesson, which include: preparing learners physically and mentally to learn, motivating them, delivering the benefit of learning the material and motivating learners to learn, conducting apperception, conveying the objectives of the lesson, and conveying the coverage of the material.

Second, the core learning activities, including: (a) Mastery of subject matter, i.e., mastery of Arabic lesson materials, connecting the materials with other relevant knowledge and realities of life (science, environment, technology, and society), and delivering the materials clearly appropriate to learning hierarchy, the need of each individual, and the characteristics of the learners. (b) Mastery of learning models, approaches and methods, i.e., applying active learning, conducting the lesson according to the objectives and the learners' characteristics, conducting the lesson coherently, having class mastery/skillful class management: skillful in guiding the students as a class, in groups, and individually; keeping the class conducive and attractive so that students remain focused and engaged with the activities; maintaining teacher mobility in class, keeping eye contact, fostering positive habits: making students having the habit of discipline and collaboration; encouraging students not to be afraid to ask questions and express their opinions, cultivating the habit of polite communication, giving appropriate and proportional appreciation, and conducting the lesson within the planned allocated time. (c) Use of learning materials/aids/resources/media, i.e., the ability to use tools/materials/media/IT effectively and efficiently, the ability to use learning resources/media that are contextual to the learners' life, involving learners in the use of media, and using materials/tools/learning resources/media that stimulate learners to think in the higher order. (d) Learning that maintain learner engagement, i.e., fostering learners' participation in the learning processes, encouraging learners to ask questions, showing an open attitude to learners' responses, and, fostering learners' cheerfulness and enthusiasm in learning. (e) Reinforcement skills, i.e., the

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<sup>23</sup> D. Allen dan K. Ryan, *Microteaching* (Massachusetts: Addison-Wesley Publishing Company, 1969), 20.

<sup>24</sup> Sari Sari et al., "Konsep Praktik Microteaching Berbasis E-Learning Pada Masa Pandemi COVID-19," (*LP2M UIN Sunan Gunung Jati*, 2020), 23.

ability to give verbal and non-verbal reinforcement and use reinforcement variations. (f) Skills in evaluating process and outcomes, i.e., monitoring learning progress during the learning process: going around to monitor learners' learning progress, asking questions to monitor learners' achievement, conducting process evaluation according to plan, and conducting final assessment appropriate to the competence (learning objectives). (g) Language mastery, i.e., the ability to use spoken language (*mahārah al-kalām*) and written language (*mahārah al-kitābah*) clearly, appropriately, correctly that is easy to understand with speaking intonation and tone that are appropriate to the need, using appropriate volume and polite language.

Third, skills to close a lesson, including: making reflection or summarizing the lesson material that involve the learners; helping learners to sum up the lesson (recalling); providing feedback and conducting a follow-up by providing directions/encouragement, assignments, and informing learners of planned activities in the following meeting.

In the fully online microteaching model, both synchronous and asynchronous, students are encouraged to become creative and innovative in choosing and determining the IT-based learning media, choosing the appropriate learning model and method, selecting online learning materials that meet their needs, and choosing an appropriate, interesting and varied video and presentation and online quiz applications. Hence, the fully online model makes students more creative and innovative in designing their lesson plans and carrying out their lessons online.<sup>25</sup> Additionally, with fully online learning model that makes use of the internet media, learning is not restricted by the room because it can be done from anywhere.<sup>26</sup>

### **Problems faced by the Arabic language student teachers at the Faculty of Education and Teachers' Training of Sunan Ampel Islamic State University in Fully Online Microteaching class and their solutions**

Observations and interviews conducted with the lecturers and students of the Arabic Education Study Program of Sunan Ampel Islamic State University about the problems they encountered in the implementation of the fully online model of Microteaching course produced the following results:

First, internet network on students' devices was unstable that it disrupted the synchronous mode learning activities conducted on Google Meet. Students were sometimes logged out of the

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<sup>25</sup> Sri Gusty et al., *Belajar Mandiri: Pembelajaran Daring Di Tengah Pandemi Covid-19* (Yayasan Kita Menulis, 2020).

<sup>26</sup> Azkia Muharom Albantani, "Social Media as Alternative Media for Arabic Teaching in Digital Era," *ALSINATUNA* 4, no. 2 (2019): 148–161.

forum because of this (thrown out of Google Meet). These events negatively affected their level of self-confidence and enthusiasm.

Second, students could not keep their camera on for an extended period of time during the synchronous peer teaching practice because they needed to conserve their internet data package so that they could remain online until the end of the class. This condition made the peer teaching practice less interactive and less communicative because students became less responsive or apt to become passive during the peer teaching. This situation sometimes made students feel alone and unattended. Consequently, students' social competence was not optimally developed.

The solutions to these problems are: First, students are allowed to turn on and turn off their cameras in turn according to the following mechanism: The student who is doing the teaching and 5 students playing the role of the learners will turn on the camera during the peer teaching practice. Whereas observer students and other peers are allowed not to turn on their cameras. This is done to make the peer teaching practice interactive and communicative and conserve the students' internet data package as well as prevent students from being ejected from the forum. Second, it should be informed to the students prior to the teaching practice that students taking the role of learners should promptly respond when their names are called. Additionally, to improve the practicing students' (the Arabic pre-service student teachers') social competence, another solution also needs to be adopted by creating interactive lessons that facilitate good communication between the practicing student and students taking the role of the learners and among students taking the role of the learners. To do this an asynchronous model peer teaching that present learners in class need to be used. The class is recorded on video with the help of a cameraman. The video will then be uploaded to YouTube and Google Classroom.

## CONCLUSION

The fully online model of Microteaching was implemented from the first session to the last session with synchronous mode using Google Meet and asynchronous mode using Google Classroom. With the fully online microteaching teaching practice, students learned to develop and improve their teaching competence, which include: skills to open a lesson, mastery of subject matter, mastery of learning models, approaches, and methods, mastery of class management, skills in using manual and information technology-based learning materials, tools, resources, and media; reinforcement skills, skills in assessing learning processes and outcomes, use of language (*maharah kalam* and *maharah kitabah*), and skills in closing a lesson. The problem that students had in the fully online Microteaching course was the limited internet data package they had. This problem

made the microteaching practice less interactive and hampered the development of the social competence of the practicing students. To overcome these problems, students' turn to turn on and turn off the camera need to be controlled on rotation basis during the synchronous mode of the microteaching. To develop the social competence of the practicing students, asynchronous mode of offline microteaching practice needs to be optimized by presenting the learners in class and recording the lesson on video in the second round of the teaching practice.

It is hoped that the results of this study on fully online microteaching can be developed further from various angles that still need to be improved. A study on blended/hybrid mode of microteaching, for example, can be of particular interest as it is very relevant in the post-pandemic recovery era.

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