



Analysis of the Learning Models Needs in Hybrid Class Microteaching to Improve the Teaching Competencies

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Abstract

The purpose of this study is to analyze the need for learning models in microteaching courses for hybrid learning environments. Quantitative descriptive techniques are the research methods used; these techniques are intended to use quantitative data to describe and analyze specific phenomena or variables in the population. This approach aims to give an accurate picture of the situation or phenomenon under study rather than to test a hypothesis or bring about change. At this point, 80 enrolled in the Economics Study Program at Sriwijaya University will participate in a survey that takes the form of a questionnaire administered by researchers to fifth-semester students. The study's findings demonstrate the continued need for high-quality instruction in hybrid classes for microteaching courses. This study includes the development of an efficient learning model for hybrid classes as well as the utilization of current technology to foster a positive microteaching environment in newly created hybrid class.

Keywords: *Microteaching; Hybrid Class; Model Development*

Introduction

One of the learning strategies used to instruct prospective lecturers in developing their teaching abilities is the microteaching learning model (Koross, 2016). To effectively refine their teaching techniques, prospective lecturers must train on a small or “micro” scale through microteaching (Ralph, 2014). Microteaching is meant to assist current or prospective lecturer hone their craft in a supervised and concentrated setting (Nasution et al., 2023). We recognize the significance of microteaching in a lecturer's preparation before their commencement of teaching in a school. By attending to the needs mentioned above, we can ensure that microteaching sessions go smoothly and offer the most benefits for the development of prospective lecturers. The microteaching learning model is a very effective tool for developing the teaching skills of prospective lecturers.

In economics education, microteaching is a valuable strategy for assisting current or prospective lecturers in honing their economics teaching techniques. When applying microteaching in the context of economics education, it is crucial to take into account the following points (Mahmud, 2013). Specify and define the learning objectives. These goals should cover topics students wish to learn, like data analysis, problem-solving, and conceptual understanding of economics (Barron et al., 1998). They should also align

with the economics curriculum that will be taught. Use economics materials that are appropriate to the grade level and learning objectives. Economic subjects that are engaging for students and pertinent to the curriculum should be covered in this content. Create a Learning Implementation Plan (Rencana Pelaksanaan Pembelajaran / RPP) incorporating instructional strategies suitable for the economics curriculum.

Think about employing discussions, case studies, role-playing, or pertinent educational resources. Prepare teaching aids for economics, such as graphs, actual economic data, and statistical software. Ensure that students have access to online or library resources that are pertinent to them. Encourage students who are participating in microteaching to engage with each other actively (Bodis, A., Reed, M., & Kharchenko, Y, 2020). Role plays, discussions, and group projects that ask students to apply economic principles to actual circumstances might fall under this category. Create an assessment rubric with evaluation criteria for participant performance in the economics lesson plan. This step should cover things like knowing the subject matter, communicating economic ideas, and interacting with students. After the microteaching session, give the participants insightful criticism. Talk about the teaching resources for economics that are effective and those that could use some improvement. Ensure that attendees can articulate the economic concepts that will be covered with clarity and have a thorough understanding of them. They also need to have the required teaching resources ready (Devlin & Samarawickrema, 2010). These considerations mean that microteaching sessions in economics education can guarantee that students grasp economic concepts and assist current or prospective lecturers in honing their instructional strategies.

Think about adopting learning models, like the free market model, Keynesian model, or classical economic model, that are suitable for economics courses. Ensure that those participating in the microteaching process comprehend and can articulate these ideas with clarity. Thus, a survey was first administered to Economics students at Sriwijaya University to determine what the needs for learning models in microteaching courses are. This way, later on, the needs of the students concerning learning models in hybrid classes will be ascertained.

Research Method

The goal of this research method's quantitative descriptive techniques is to use quantitative data to analyze and characterize specific population variables or phenomena. This approach aims to give an accurate picture of the situation or phenomenon under study rather than to test a hypothesis or bring about change. At this point, students enrolled in their fifth semester will be asked to complete a questionnaire survey by researchers. Eighty Sriwijaya University economics study program fifth-semester students participated in the survey about the need for learning models to be created for microteaching in hybrid classes. After that, the collected data is subsequently utilized as analytical material for creating learning models in microteaching sessions.

Find and Discuss

There are a few aspects that are the focus of questions about the necessity of developing learning models for this microteaching course based on the data gathered in the questionnaire that was given to students enrolled in the courses. The first can be seen from the following data, which shows how students react to microteaching in hybrid classes.

How should the process of microteaching be conducted?	RESULT
Offline	86,1%
Online	10,1 %
Hybrid	3,8 %

According to the data presented above, students in the microteaching learning method still overwhelmingly (86%) prefer to learn offline. In contrast, the percentage of students in the hybrid learning pattern is relatively low (only 3.8%) when considering the other two learning methods.

Which factors are most crucial when putting microteaching into practice?	RESULT
Learning Model	45 %
Learning Media	16,5 %
Infrastructure	3,8 %
Learning Materials	6,3 %
Teacher Readiness	27,5 %

Students typically select the learning model, which is the most significant component of microteaching by a margin of 27.5%, according to the table above that lists the essential aspects of the microteaching elements. Students select infrastructure, which is not very important in the Micro teaching element at 3.8%, in the smallest domain.

Which learning models are appropriate for microteaching in the context of the need for learning models?	RESULT
Conventional Learning Model	27,8 %
Collaborative Model	48,1 %
Case-based Model	15,2 %
Self-Reflection Model	6,3 %
Peer teaching Model	2,5 %

According to the table data, 48.1% of respondents believe that a collaborative model is a good fit for microteaching, whereas 2.5% do not think the peer teaching model is a good fit for microteaching.

What are the hybrid class's challenges?	RESULT
Internet access	25,3 %
Student involvement	19 %
Management coordination between teachers and students	19 %
Communication difficulties	30 %
Environmental factor	6,3 %

When asked what barriers exist when hybrid classes are implemented, respondents said that communication problems make up 30% of the issues, and environmental factors make up the least amount of barriers—6.3%—when it comes to hybrid class implementation.

To find solutions later on about how and what methods can be developed to create a good learning environment for students of the Sriwijaya University economics study program in the future to improve their teaching competence at school, the data mentioned above will be analyzed and used as a reference in efforts to develop microteaching learning models in hybrid classes.

Analysis

An educational strategy known as hybrid learning blends online and in-person instruction. Due to school closures and social distancing brought on by the COVID-19 pandemic, distance learning has become increasingly popular in education (Singh et al., 2021). The pandemic has increased demand than ever for the use of technology in the classroom. Both teachers and students need to become proficient in using technology because e-learning and online learning are becoming increasingly common (Simamora et al., 2020). Both teachers and students benefit from the flexibility offered by hybrid learning. While lecturers can set up learning schedules that better fit their needs, students have access to course materials at all times and locations (Raes et al., 2020).

Because hybrid learning requires students to assume greater responsibility for their time management and education, it allows them to develop independent learning skills. The COVID-19 pandemic brought about changes that led to the development of hybrid learning, whose effects are still being investigated. The global education system has encountered many difficulties, and these setbacks may influence the future of education by allowing for greater technological integration and flexibility.

Based on the information gathered from the above survey, students are not accustomed to the hybrid approach used in the microteaching course. This circumstance could be because of several issues that make microteaching uncomfortable, including issues with communication and the Internet network. For students, hybrid learning—which blends online and in-person instruction—can sometimes be challenging. Some typical challenges students encounter with hybrid learning include: Students may struggle to use computers, the internet, or online learning programs. Technical issues like sluggish devices or poor internet connections can also impede learning. High levels of independence are frequently necessary for online learning. The ability to prioritize tasks, manage time, and maintain focus without the teacher's direct supervision is a must for students. Students who learn in person could experience loneliness or miss out on social interaction. In hybrid learning, peer and teacher interaction becomes less intense.

While studying at home, distractions from the surroundings could get to the students. Distractions like background noise from other people or an unfavorable environment for learning can hamper concentration. Not every student has equal access to computers and reliable internet service. This circumstance may result in unequal access to online education. Effective time management is necessary for hybrid learning. To balance in-person and online learning, students must be adept at organizing their study schedules. Online learning may not be as motivating as in-person social interaction. It could be difficult for students to remain devoted to and motivated by online learning. Online learning may make it more challenging to communicate with peers and teachers. Pupils might be reluctant to use digital platforms to communicate with peers and teachers or to ask questions.

It is crucial to have the proper support from parents, instructors, and schools to overcome these challenges. Instructors can offer more direction, and educational institutions can guarantee that every student has equitable access to the resources and instruments they require. By fostering a positive learning environment at home, parents can also assist. Furthermore, enhancing self-directed learning and time management abilities can aid students in surmounting challenges associated with blended learning.

A technique for training teachers that focuses on particular aspects of teaching and prepares their abilities in detail is called microteaching. The learning objectives and the specific microteaching context

influence the learning model choice. It is crucial to confirm that the selected learning model facilitates teachers' practice of particular teaching techniques and aligns with the stated learning objectives.

It is hoped that in the microteaching course, students will be able to solve any issues that arise with the hybrid technique that will be used in the process of microteaching. In a hybrid learning setting, meticulous planning is necessary to prepare a microteaching session. Create instructional materials that include foundational information, supplementary materials (like reading materials, films, or presentation slides), and student guidance. Plan the flow of the microteaching session. Will there be two distinct parts to the session, or will there be a combination of in-person and online components? Ensure the required online resources and platforms are available when utilizing a blended learning model. Determine which skills will be taught and practice them while concentrating on teaching skills. Create a schedule for tasks or exercises requiring students to participate in the educational process. Additionally, consider activities that can be completed during online and in-person sessions. Verify the proper operation of all the necessary technology, including projectors, software, cameras, microphones, and internet platforms. Establish the duration of the microteaching session and ensure enough time for both the in-person and online components. Inform and counsel participants (students or microteaching participants) about learning objectives, assignments, and necessary preparations.

Conduct technical testing to ensure all platforms and devices are operating correctly. To get feedback before the actual session, conduct microteaching sessions with colleagues or peers to test the learning materials. Establish a feedback mechanism to assess microteaching sessions. We can use forms for feedback or assessments appropriate for the learning objectives. Assess the outcome of the microteaching session by gathering participant feedback and determining whether the learning objectives were met. Make necessary adjustments to future microteaching sessions based on the evaluation results. We can facilitate the development of teaching abilities and the accomplishment of learning objectives by carefully planning and facilitating microteaching sessions in a hybrid learning environment.

A portion of the data above will serve as a point of reference for the requirements analysis involved in creating the models and teaching strategies that will be applied in microteaching sessions for students enrolled in the economics study program at Sriwijaya University. In the context of microteaching, needs analysis refers to the process of determining and assessing what participants' or potential teachers' needs are to improve their teaching abilities. This analysis calls for a thorough comprehension of the aims, objectives, and areas of strength and improvement.

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Conclusion

Students in the Sriwijaya University economics education study program still frequently struggle to find the optimal formula to optimize the microteaching process in this hybrid class, according to the needs analysis process used to develop learning models for hybrid classes. As a result, to design a reflective microlearning model in a hybrid classroom setting, the researcher will reanalyze the current findings. This assessment will serve as the foundation for developing the microteaching learning model.

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