

Book **MICRO TEACHING**



Jitu Halomoan Lumbantoruan, S.Pd., M.Pd.



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FOREWORD

The author would like to thank God Almighty for His wonderful help so that he is able to complete the Learning Materials Book "Micro Teaching ". Although there are many obstacles in the process of making this Learning Material Book, but Praise God in making this Learning Material Book, he managed to finish it well.

The purpose of this compilation is to meet the basic needs of readers and students. The preparation of this Learning Material Book certainly cannot be separated from the support of various parties, both in the form of material and moral support. The author realizes that this Learning Material Book is far from perfect and has many shortcomings so that the author welcomes positive criticism and suggestions to improve this Learning Material Book. Hopefully this Learning Material Book can be useful for readers and students in general. Finally, the author thanks everyone and greetings to all of us.

Jakarta, 20 February 2022

Jitu Halomoan Lumbantoruan, M.Pd

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CHAPTER 1

NATURE OF MICRO TEACHING LEARNING

A. Learning Outcomes

Students are expected to understand and understand the essence of Micro Teaching

B. Study Material

1. Introduction The nature of micro teaching
2. Micro Teaching Background

C. Material Purpose

It should be understood that learning the essence of micro teaching as a wrong one approach learning, by special oriented on setup, construction and enhancement ability teach.

MODULE 1

NATURE OF MICRO TEACHING LEARNING

1.1. Introduction to the Nature of Micro Teaching

Learning is a complex process, in which learning unites components learning by integrated, among others, such as: learning objectives or competencies that must be achieved by students, materials that will become teaching materials for students, methods, media and sources learning, evaluation, student, teacher and environment learning other. Each of these learning elements each has special characteristics and between one component and other components are interrelated and influence in a learning process in order to achieve the learning objectives or competencies required. Expected. When you as a teacher stand up in front class doing learning activities, it is not enough just to have mastered the learning material that must be conveyed to students. However, there are many other demands that must mastered by every teacher that is manage whole element learning that has been mentioned above, in order to interact with students so that make it easier for students to achieve the expected learning objectives. This is where it is learning is something process which complex. Given the complexity of the learning process, for every prospective student, teachers and for those who have occupied the teaching profession, teaching skills must always be trained and developed, so that they can be obtained maximum ability and professionalism. One of the efforts to prepare the ability of prospective teachers or to improve the ability of teachers in dealing with complex learning tasks, can be done through an exercise or learning process using a model or a more advanced learning approach. Simplified or which more popular called with learning micro (*micro teaching*). To broaden your horizons and increase your understanding of micro learning as an approach to preparing and improving teaching skills, this teaching material will discuss Itself Learning Micro.

As for after finished learn ingredient teach this, you expected could have abilities as following:

1. Can understand the background of micro learning as one approach or model learning for prepare and improve the ability of teach for para candidate teacher nor para teacher
2. Can understand and analyze several definitions of micro learning as a basis for supporting the smoothness of the training process through learning approaches micro
3. Can understand the purpose and benefits of micro learning as an approach or model learning for prepare and improve the ability of teachers who professional

Some of the abilities mentioned above are very important for you as a prospective teacher as well as for those who are already serving as educators, considering your duties the teacher's main goal is to teach students. As for the task of teaching it's very complex and always develop along with development knowledge knowledge, technology nor art. For dominate this complex task, and in order to be able to adapt to the growing demands of learning, prospective teacher students and teachers must prepare themselves and always practice their teaching skills, including through a simplified learning approach, in this case namely through approach learning micro (*Micro Teaching*). For help you expand outlook and understanding about the nature of micro learning, then in this one teaching material the topics as follows: following:

1. *Background behind learning micro* , that is uncover about background behind micro learning as an approach in preparing, develop and improve the ability of teachers more professional.
2. *Definition of micro learning* , namely explaining some understanding (limits) learning micro, so that more formerly mastered theories as the basis for guide You in demonstrate ability teaching through a learning approach or model micro.
3. *Destination and benefit learning micro*. That is discuss and identify the objectives and some of the benefits To be obtained through micro learning for the preparation and improvement of professionalism teacher.

In order to obtain maximum learning outcomes from the topics that will be discussed in this description, please follow the following instructions:

1. Read on with careful part preliminary ingredient teach one this, so that You can understand WHAT for WHAT and how is micro learning?
2. Read on every description, example or illustration from every activity study in this teaching material, then understand the main ideas of the description.
3. In order to understand these points of view, it is best to relate them to experience you, then discuss so that could obtained deeper understanding and practical.
4. Don't forget to do the tasks contained in this teaching material, so that you can get a complete understanding of the main points contained in the in it.
5. Do not forget also pray off Lord which great Power, hopefully made it easy to understand.

1.2. Micro Teaching Background

On part preliminary has disclosed, that learning is something process which complex. Complexity the remember in progress learning involve a number of component which each other dependency and each other influence for reach destination which expected. Exist four components main which each other related in process learning that is: a) goals or competencies that are expected to be achieved, b) materials or teaching materials which must mastered by student, c) method or Method for teach students to achieve the expected goals, and d) evaluation as a tool to determine the level of achievement of the goals or competencies set. The four components between one element and other elements influence each other so that learning said as stat system. Thus in the learning process, a professional teacher does not enough only with has dominate amount Theory learning only, but must be supported by other abilities and skills according to with elements related to the learning system and process. by special ability main which must owned by professional, in addition to mastering the material or teaching materials are basic teaching skills. US. Glicman explain which meant with Skills base Teaching is basically a special ability or skill (*most specific instructional behaviors*) that must be owned and implemented by the teacher in carrying out the learning process (1991). The types of basic teaching

skills that must be mastered by every teacher include: opening and closing learning skills, explaining skills, Skills give stimulus which varied, skills to use appropriate methods and media, skills to manage the learning environment, skills to ask questions, provide feedback and reinforcement, and skills other. In addition to basic teaching skills which are the main abilities that must be mastered by every teacher, that every teacher must also master and be able to carry out the learning process logically and systematically from opening activities, core activities, and closing activities. When the Ahlak subject teacher in grade VII Tsanawiyah will teach the topic "Doing good to parents" for example, in practice the teacher does not directly discuss what and how to do good to parents. But first the teacher does the opening to condition students to be ready for learning. After attention and motivation students are ready to learn, only then proceed with the core activities and so on until the final activity or closing. As for the problem, whether every student teacher candidate who have completed all lecture programs at teacher education institutions which followed could at a time have ability carry out the task learning which complex that by professional in school the place to work ? ; is every college student candidate teacher or para teacher which it's been a long time teach guaranteed already dominate and apply Skills basic teaching by professional? ; and is every teacher already understand and able to carry out learning activities logically and systematically?, or a number of other questions that are required to be owned by the teacher in carrying out learning. To answer some of these questions ideally of course just yes they already have ability that, because every college student candidate teacher Besides has learn various theory teachers and the field of study that must be taught, they also have practical experience, namely carrying out practical teaching activities in schools where they practice through the Field Experience Program (PPL). Thereby case to they which already take office profession as teacher, the required abilities should have been attached to each teacher in accordance with the professional position he held. In theory when they follow education teacher has learn teaching concepts and practices, coupled with experiences when has become a teacher, then of course practical abilities are appropriate with which sued by profession teacher has

it has. Field experience program (PPL) as a final program in the teacher curriculum structure, aims to actualize various skills that have been learned through lecture activities on campus. Teaching practice activities through the PPL program are expected to be a means of practice for students to carry out internal learning activities atmosphere learning which actually. From activity practice teach the has followed expected could give birth to para candidate teacher which already have readiness professional for doing Duty teach and other educational tasks in place of teaching later. From results observation and various study which conducted, enough give a lot proof which strong, that college student which has completing all lecture programs including PPL activities that have been carried out at the school where the training is located, it turns out that it is not enough to provide optimal experience to prepare prospective teachers (ready to use) to carry out teaching tasks professionally as expected. In reality para college student candidate teacher which has complete the entire lecture program, it turns out that it still takes some time to carry out the adaptation process with the main tasks that must be carried out on the spot work. In form which other problem the experienced also by them which already occupy position teacher. Remember knowledge knowledge and technology including tasks profession teacher keep going develop, so sometimes what is usually done in class when teaching when it's done no in accordance again with demands innovation which develop. With Thus, their teaching abilities still require refresher efforts so that could respond and adapt with demands which develop. Mastery of teacher concepts, especially with regard to practical abilities such as basic teaching skills, is not obtained by chance or through generations. But everything must prepared through a process of learning, training, and guidance carried out by keep going continuously since follow program education teacher (pre-service), nor when already occupy position profession as teacher (in-service). Given the ability to teach will not be obtained instantly, and keep going continuously must built and improved, so learning Micro can be used as an alternative to foster and improve teaching skills by candidate teacher nor by them which already occupy professional position as a teacher. The deficiencies that still exist, through micro learning can be improved.

It is said by Joyce (1975) that the presence of micro learning is to respond to the shortcomings and feelings of frustration towards the previously developed teacher education program. (*responded to a wider feeling of frustrated*). With say other to prepare prospective teachers to have professional abilities, in addition to learn theories and practice like PPL in program teacher education which followed, also by keep going continuously they could sharpen, renew, and increase ability teach him through exercise program or model learning micro (*micro teaching*). Micro learning as a learning approach, basically does not only destined for setup para candidate teacher (*pre-service training*), but can also be used by those who have occupied professional positions teacher (*in-service training*). Explained by Allen and Ryan “ *Microtech is a training concept that can be applied at various pre-service and in-service stage in the professional development of teachers* ” (1969). From the explanation put forward by Allen and Ryan above, it means that as a concept, micro learning (*micro teaching*) is a process to train prospective teacher students (*pre-service*). as well as to train, foster and improve teaching skills for those who have become teachers (*in-service*).

The Importance of the Micro Learning Approach (*Micro teaching*)

The presence of micro learning (*micro teaching*) in the teacher education curriculum program has been around for quite a long time, namely around 1963. Although it has been quite a while, the presence of micro learning can be regarded as an innovation in an effort to prepare and improve abilities (competencies). teacher compared to with condition previously. Before a micro learning approach appears, every student teacher candidate who has completed a theoretical lecture program, to provide practical experience they are immediately parachuted into the school where they practice for do practice teach, or which often called with Field Experience Program (PPL). Science and technology continues to develop rapidly, and from the development of science and technology it has many impacts on the demands of increasing Human Resources (HR) including the demands for increasing the professionalism of teachers. To respond to these demands, innovation efforts in the teacher candidate preparation program continue continuously strived, with the aim of producing higher

quality graduates. Before the advent of micro-learning, teacher candidates who had completed all teacher training courses and fields of study had to master, then continued by providing practical teaching experience, namely by participating in practical activities at the training school through the Field Experience Program (PPL). When taking PPL, each student directly teaches in the same class actually, doing tasks learning by intact (*real teaching on the real class room teaching*). They (college student candidate teacher) live in in class doing process learning, face to face with students with an average number of between 30-35 students, delivering learning materials in their entirety using the methods and learning media they use mastered. From the results of monitoring, it turns out that the approach taken like that does not make a sufficient contribution to the preparation, coaching and professional development of teachers' abilities. This deficiency is mainly seen from a very basic ability, namely regarding with Skills base teach (*teaching skills*) like: opening skills, explaining, providing stimulus variations, asking questions, gestures (sign language), giving feedback and reinforcement, and skills that other. The teacher is one of the educational staff, the task of the teacher is as a teacher and educator. As educator Duty teacher no only teach students to master a number of knowledge, but have an obligation to instill values. Pa Amin, Biology teacher at Madrasah Aliyah in the city of Padang, when answering questions from students, don't forget to always convey saying accept love on question the. In the context learning saying accept love including into the basic skills teach, that is which called with strengthening verbal (*reonforcement*). At first glance, the thank you delivered by the teacher seems like it doesn't mean much, but for students to hear the teacher's thank you very much effective and have mean alone, which can so motivation students will increase. That's one small example of the touch of educational values in learning which conducted by Pa Amen. In the learning process, there are many teaching skills that contain elements of educational value that must be applied by teachers. This ability doesn't just come, but must studied, trained by over and over again so that Becomes positive habits for every teacher in carrying out their professional duties. As for getting used to prospective teachers to apply each type

of basic teaching skills by professional, difficult controlled with good if conducted through the process of training or teaching practice activities directly in the actual classroom. Therefore, micro learning (micro teaching) can function as vehicle for train every Skills base teach the must owned, before live come on stage in class which actually. The teacher's profession as an educator, in government regulations it is stated that " education " must have qualification academic and competence as a learning agent" (PP no. 19 of 2005 article 28 paragraph 1). In explanation on the government regulations, what is meant by educators as agents learning (*learning agents*) have four function main, that is:

1. Function facilitator learning; that is teacher have obligation professionals manage learning, so that it can help facilitate students in learning. To make it easier for students to learn, the role of basic teaching skills is absolutely essential mastered
2. Learning motivator function; that is, every teacher is required to have the ability and Skills method awaken and look after motivation to learn student. Motivation is something strength (energy) which must grow and owned every student so that created learning which effective.
3. Learning spur function; closely related to the motivator function, that every teacher must be able to act as a motivator, a motivator student learning. If students have the motivation and enthusiasm for learning, share the teacher will not be too difficult to guide learning activities student.
4. Function giver inspiration study; student is as student which active, students are not empty tubes that are just ready to receive. According to philosophy constructivism student is builder knowledge, when Students enter the classroom they have brought a number of experiences that are ready to be developed. Therefore, in order to develop the potential of students, the teacher does not act as a giver of knowledge, but which give inspiration for student so that could develop the potential it has optimal.

Thus it is clear that the teacher has a dual function, namely as a teacher and as educator. Both of them the same urgent, no can separated like two sides of a coin complement each other and have

the same value. To realize these two functions, every teacher absolutely must: master the types of basic teaching skills. Mastery of each type Skills base teach, no can at a time, Will but must go through a planned process, through various learning approaches and carried out systematically sustainable. If likened to a teacher as a conductor (conductor) a symphony. As a conductor how is he able to portray himself as a leader which authoritative, dominate and live songs which will displayed, her appearance perfect, skilled demonstrate movements member body which could understand and ready followed by symphony players, so that in the end they can produce a perfect orchestral mix no only nice heard, but also beautiful In order to produce a good symphonic composition, of course at first they are not directly in the same group playing every musical instrument in an actual performance. At first they practiced by part for the sake of part, good by individual in place respectively, as well as in the studio where they practice. They practice every type of skill that must be mastered according to their respective roles. If considered already skilled, just combined into a unified whole and play in a planned show. Micro learning (micro *teaching*) has a very strategic role in prepare and build ability teacher in accordance with professional demands. Before face process learning which actually with complex problems, first prepared specifically with respect to the basic teaching skills that must be mastered. When Skills base teach has mastered, so will have an impact on readiness from aspect mental which must owned also by every teacher. A teacher when stand up in front class, HE is at in atmosphere learning environment which complex, and teacher face student which amount among 30-35 people. Each student is basically a separate individual who have different characters, traits and abilities. Besides that the teacher must also master the material, manage the class and be able to carry out the process (interaction) learning by effective and efficient for produce good learning quality. Remember the complex Duty which must faced by teacher, so how to before come on stage in class which actually (*real class room teaching*), every student candidate teacher, by controlled go through process learning focused on practicing part by part of each basic skill teach (*basic skills*) which must mastered it. Wrong one a learning approach to train every basic teaching skill

in a planned, controlled and sustainable manner, namely through an approach learning micro (micro *teaching*). *Micro teaching* as something approach learning, on at first started to be pioneered in the United States, namely at Stanford University around 1963. According to Allen and Ryan “The *idea was developed at Stanford University in 1963* ”. Seeing the success achieved in improving the quality of teachers, especially related with ability and Skills teach him (teaching *skills*), so in time relatively short learning micro develop and used in other countries outside America Union. After reviewing the development of the micro learning model as one of the learning approaches to prepare and improve teacher professionalism, in general there are two main reasons that Becomes reason or base thinking importance application model micro learning that is:

1. Reason development knowledge knowledge (knowledge teacher in particular and education more wide)
2. Like known by all party that knowledge knowledge and Technology, including art, is always evolving and undergoing changes. Consequence from development knowledge knowledge and technology will have an impact on demands development and change to various profession, including the teaching profession.
3. The teaching profession is classified as a relative profession new grow and develop ((*emerging professions*) which maturity level has not yet reached that which has been achieved by established professions (*old professions*).
4. For more steady profession teacher of course just must supported by science, theory or scientific knowledge that is tested. Thus, it will further strengthen the confidence of the parties related to the the teaching profession. One of the scientific methods to test the truth of knowledge, theory or concepts in teacher specifically with respect to learning is through test (experiment).
5. Learning micro (*micro teaching*) could made alternative which right for test theory or draft new, so that from test which applied through learning micro will born draft, theory or new

knowledge about learning in particular and education in general more wide. For example when a teacher find draft “*modeling*” in elements model learning Contextual Teaching and Learning (CTL). Then teacher the wish for apply draft it is in learning in his class. So which more good before applied in actual learning, the concepts, characteristics, principles of the modeling must first be studied. Having possessed the knowledge enough new do test try in something approach micro learning, so that from the experiment it can be seen the location of the advantages, weaknesses, practical ways of applying modeling. After the trial is carried out, it is concluded, so that it becomes new knowledge of the use of data modeling concept in practice learning.

When new theories, concepts or knowledge are found with regard to teaching or education, it will further strengthen the recognition of the teaching profession itself. According to the National Education Association (NEA), that a professional position has the following characteristics: a) Positions that involve intellectual activity, b) Positions that engage a specific body of knowledge, c) Positions that require long professional preparation, d) Positions requiring continuous in-service training.

1. Reasons for ability building practical

Exist statement classic which deserve Becomes reflection our together "no there is practice which good, without based on by theory which established; otherwise theory alone without practice will not have a positive impact". This means that both theory and practice are equally important. New knowledge about learning always popping up. Thereby also theory, concept or knowledge which long not yet all could revealed and practiced in the implementation learning. There are many reasons why it has not been implemented, for example, it has not been fully mastered, fear of not being suitable, fear of failure, and several other reasons.

2. To avoid some of these anxieties, then through micro learning can be overcome. In theory you may have mastered a number of type Skills base teach, but by practically never implemented

for several reasons stated in on. These concerns can be avoided through training with a learning model micro. In learning micro every participant without must be afraid wrong try types Skills teach like how skills open learning which good. On moment practice strict control is carried out, and then a feedback discussion is carried out to provide input on strengths, weaknesses, including suggestions improvements made in the next exercise. That's how it goes until on finally teacher the have ability optimal and ready to be used in learning actually.

In particular, apart from the two main reasons stated above, that reason which could made base fast use micro learning approach in teacher education, among others, can be seen from several statements as follows: following: Micro learning has been designed to provide opportunities for candidate nor teacher for find and increase technique and skills related to the task his profession in progress learning micro no only enough effective in practice Skills teach, but could used also to try in implementing new curriculum policies as well as models, strategies and techniques learning. Through the micro learning approach, it can provide opportunities to for each candidate as well as for teachers to train each element learning with safe, under control and controlled, thus enabling everyone who practices to develop their skills independently optimal.

Rational

In learning activity one you have learned the background behind the emergence of micro learning. Of course you still remember very well the reasons that are considered the importance of micro learning in the process teacher education. How about still pictured in your memory. Alright, to further solidify your understanding of micro learning, we will continue in the next discussion, namely the meaning of micro learning. Micro learning (*micro teaching*) is one of the approaches or a way to practice teaching performances that are " *micro* " or simplified. This simplification is related to each component learning, for example from aspect time, Theory, total student, type basic skills teach which trained, use method and media learning, and elements learning other.

Like already studied in learning activities 1 that elements tree learning that there is four that is: a) destination or competence, b) Theory which must studied student, c) method and media, and D) evaluation. As for which meant simplification in learning the micro including simplification fourth aspect learning the. If in normal normal learning at Madrasah Ibtidaiyah, for example, the time of one hour of learning ranges from 35 to 40 minutes 45 minutes, the number of students per class is between 30 to 35 students, discusses the topic of doing good to parents (morals), applying several types of teaching skills , using multiple methods and learning media simultaneously. Can be imagined how complex the learning situation is. To deal with it, of course, you must have adequate knowledge and practical experience so that you can carry out effective learning maximum, that in situation learning which actually (*real teaching*). With approach *micro teaching* as means train teach, every element learning the simplified. Form simplification such, for example, time learning which normal Among 33 SD 40 minute Becomes 10 up to 15 minute, total student in condition actually face to face with a number of 25 to 30 people is limited to 5 to 10 students, basic teaching skills which many kinds of that in exercise only focused only to certain skills, such as opening and closing skills learning, or focus on Skills use method and media certain just, up to you You element where which will trained. Any prospective teacher who is practicing or a teacher who is improving skills base teach him through learning micro, observed and analyzed by observers or supervisors who have been prepared in advance. Observation activities are intended to observe and conclude the strengths and weaknesses of each participant who practices. Then held forum discussion bait come back for discuss advantages and deficiency accompanied by recommendations and solutions for improvement in practice or practice next. Based on the conclusions and recommendations obtained, then the prospective teacher or practicing teacher repeats the training process to correct deficiencies according to input. which obtained, until finally obtained skills which maximum, and so so on. By paying attention to the work process, how to practice through micro learning as briefly illustrated above, then in simple language it can be formulated that *learning micro* on the main thing is is something learning approach to train prospective teachers and

teachers to prepare and improve their professional skills through exercises on a simplified scale. Exercise in the micro learning carried out in a controlled manner, repeatedly as needed, so that *mastery learning is obtained* from each basic teaching skill he hoped. Understanding. As mentioned above, that in order to practice the model Micro learning correctly, then first must have knowledge (theory) about micro learning itself. Because practice without based on by theory can violate provision which set. So On the other hand, learning a lot of theory without being accompanied by practical activities is lacking perfect. By because that for more understand what which meant with Learning Micro, let our study a number of definition following this:

1. Mc. Laughlin and Moulton (1975). *Micro teaching is as performance training method to isolate the component parts of the teaching process, so that the trainee can master each component one by one in a simplified teaching situation.* Micro learning in essence is an approach or learning model to train the appearance/teaching skills of teachers through part by part of each basic teaching skill. Which is carried out in a controlled and sustainable manner in a learning situation.
2. A. Perlberg (1984) *Micro teaching is a laboratory training procedure at simplifying the complexities of regular teaching-learning processing.* Learning micro on basic is a laboratory for simplify more process exercise activity study teach (learning)
3. Sugeng Paranto, et al. (1980) micro teaching is one way of teaching practice exercises carried out in the "micro" teaching and learning process to form, develop skills teach.

From the three definitions of Micro Learning above, each can emphasized in the discussion as follows: The first definition of Mc. Laughlin and Moulton stated; that micro teaching is an approach to practice appearance teacher (*performance training methods*). Which need outlined the bottom line of this understanding is "appearance", what is meant by the appearance is an appearance that reflects the figure or figure as a teacher who professional. The characteristics of a professional appearance are many, among others other for example: a) how he could doing learning logically and

systematically from starting to open, core activities, and closing learning, b) applying every basic teaching skill by good and correct. Skills base teach consist of several types, as expressed in learning activity one, namely: opening and closing skills, skills to explain and create varied stimuli, skills to ask questions, to provide feedback and strengthening, manage class, and Skills other. Remember very the complex elements which related with appearance teacher, so no Possible every Skills the can be mastered at a time and in time relatively short. For that need a long process and time and training is carried out on part by part controlled part. For example, Pa Ahmad, MI teacher for class III for more increase Skills ask in learning, so he learned the concept of questioning skills, then in a controlled manner he practiced developing questioning skills through a micro learning approach, so that finally Pa Ahmad was very skilled at using Skills ask in learning. Thereby also with other skills appropriate with which he hoped. By because that according to Mc. Laughlin and Moulton that Micro learning is a way of practicing each teaching skill independently separately “ *to isolate the component parts of the teaching process*”

1. The second understanding of A. Perlberg; basically almost the same with opinion which first. Micro teaching according to definition the second is a laboratory that serves to simplify the teaching practice process. The key word of this second understanding lies in the simplification of something complex” *simplifying the “complexities”*. As has been discussed repeatedly in previous learning activities that learning is a complex process. This complexity is due to the many learning elements involved in a learning system. Try, do you still remember what the learning elements are? Then what are the basic teaching skills? In terms of quantity, doesn't that indicate a lot, not to mention in terms of quality or provisions. Wouldn't that suffice to say that learning is something complex?
2. Remember the complex system learning so according to A. Perlberg, need simplification (simplifying) in process train it. The simplification is, for example, in terms of the types of skills

used being trained is only focused on certain skills, as well as time is limited to only between 10 to 15 minutes, and simplification forms other.

3. The third definition of Sugeng Paranto; Of course that's enough clear, because almost same with theory which first nor which second. according to happy Paranto that Micro teaching is approach micronized teaching exercises. What needs to be underlined from this third meaning is that it is micro. The term is micronized in the sense of micro teaching according to happy paranto, same with term “ *simplifying* ” the put forward by A. Perlberg. That is form exercise teach simplified. The purpose of this simplification is mainly so that everyone who practices is focused on a certain appearance, so that the strengths and weaknesses that still exist can be accurately controlled for later . conducted process exercise repeat so that obtained ability which is expected.
4. *Micro teaching* on the main thing is is something approach or method to train candidate teacher and teacher in skeleton prepare and improve the ability (competence) appearance teach him.
5. In accordance with his name “ *micro teaching* ”, so process training by using a micro learning approach, it can be done for all aspect learning. As for in technical implementation done in stages and only focus on isolated part by part in accordance with what which desired by which will train or according to directions from supervisors.
6. When participants practice through a micro learning approach, to observe the appearance of participants, observations are made by supervisors or by experienced ones. Against every appearance participant conducted recording, recorded and then a feedback discussion was conducted to examine the advantages and disadvantages, then submit suggestions and solutions to improve the shortcomings which still there is in process exercise next.
7. Mastery and Skills do every element learning which have been obtained through micro learning, of course, become a very

valuable basic capital to face the real learning task. However, considering that micro learning is a place where practice is carried out, no in class which actually (*not real class room teaching*), then for face activity learning in class which actually Pre-service teacher or para teacher permanent must do process adaptation customized with the conditions and class situations that faced.

8. The adaptation process for prospective teachers or teachers who have previously done process exercise through learning micro, relatively will more easier when compared to those who did not go through the training process in micro learning. Thus the adaptation process is needed only for adapt with situation, condition nor characteristics student faced. Like you as a singer, for example, you practice vocals, style, appreciation and appearance in a room while facing a mirror, or in front of a professional person. Then after practicing you get some input from the observer, or you assess yourself (reflection) then conclude the strengths and weaknesses that still exist, and then correct them in practice next.
9. Once considered good enough, psychologically of course you will have confidence with the limited practice capital that has been done, so that when performing with a real musical group, you just have to adapt according to the characteristics of the accompanying music group. The adaptation process will be relatively easier because you have done a limited training process. Try to compare it with those who have not done a limited training process at all, it will definitely be much more difficult to carry out the process of adaptation to the actual situation. Herein lies one of the advantages of the micro learning model for the development and improvement of teacher professionalism.
10. When You as a teacher come on stage in front class, of course just no only mastery Theory which will deliver success learning. However, each teacher's behavior, such as speaking, teaching style, use of methods and media, classroom management and other learning elements, will determine quality learning. Learning no only convey material to students, but how to teach

students, namely managing environment learning including appearance teacher to interact with student by optimal, so that obtained results learning that quality.

11. Therefore, in order for the function and role of the teacher as a learning facilitator to work properly, the teacher must have competence required. One of the competencies required by Law no. 14 of 2005, or according to PP no. 19 of 2005 that is professional competence. The explanation of article 28 paragraph 3 point c that what is meant by professional competence is "the ability to master learning material broadly and deeply which enables it to guide students meet the competency standards set in national standards education".

Besides mastery to Theory, characteristic other from competence professional this is the ability to learn or in terms of the explanation of PP no. 19 of 2005 is "guiding students". Guiding is to teach or to make students do activities study, and this very related live with ability teach (teaching *skills*). For have competence professional the, every candidate teacher and teachers need to continue to practice preparing and improving the ability of each element of learning that must be mastered, among others, through the approach learning micro (*micro teaching*). Micro learning can be seen as an adequate approach effective in preparing teaching skills for prospective teachers as well as in improving teaching skills for those already occupying positions as teachers. This effectiveness is based on the properties and characteristics from approach learning micro that alone, that is Among On the other hand, micro learning is a program that is quite safe and fun for every participants for do process exercise. A sense of security and fun is a condition that is always needed by every person. With feeling which safe and pleasant, every who practice will feel free for expression pour out all his abilities by maximum. Two condition this that is safe and pleasant, owned by approach learning micro. From a number of explanation which has You follow, now how are you already interested in give it a try. From several meanings, the nature and characteristics possessed by micro-learning approach, Allen and Ryan further identify the fundamentals of the characteristics of micro learning, namely:

1. *Micro teaching is real teaching .*

Process The exercises developed in the micro-learning approach are *real teaching activities* . But it is carried out not in the actual class, but in a class, laboratory or special place designed for micro learning. Just like a teacher who will teach, first the teacher must make teaching preparations or now called a plan implementation learning (RPP). Thereby case for every who will practice using a micro-learning approach or model more formerly must make preparation which ripe good written preparation (RPP) and other necessary preparations to support the smooth learning process micro.

2. *Micro teaching lessons the complexities of normal classroom teaching.*

The exercises are carried out through a micro learning approach, as the name implies "micro" which is a more advanced learning exercise activity simplified. This simplification is carried out in each element or learning component. Therefore, the teaching practice activities carried out in learning micro different with activity learning that normal on generally, like usually when a teacher teach in a class that actually.

3. *Miro teaching focuses on training for the advancements of specific tasks.*

The exercises developed in the micro-learning approach are only focused on specific types of skills, according to what each practitioner wants or on the basis of suggestions given by the supervisor. By because that although approach learning micro categorized in form activity teach which actually, will but every attention participant which train must focus self on type skills that currently he practice. For example type Skills open learning, then the type of skill that becomes the main reference in carrying out learning activities, while aspects or activities of learning activities other permanent conducted However no Becomes focus attention.

4. *Micro teaching allows for the increased control of practice .*

Learning carried out by applying the micro approach is more

directed for increase control on every type Skills who were trained. Strict, careful and comprehensive control is relatively easy done in micro learning, because each participant who practices only focus self on type Skills certain just. Thus the observer or supervisor can focus more on the type of specific skill that is being practiced by the practicing teacher. The advantage of course the observer will be obtain data or information that is quite complete and accurate related to description ability every which train. With thereby the observer or supervisor will be able to provide complete and accurate input for improvement for each practice, in the next training session.

5. *Micro teaching greatly expands the normal knowledge of results or feedback dimension in teaching.*

Through the micro learning approach, you can broaden your knowledge and understanding related to learning. From the training process in micro learning, interested parties will gain very valuable input to improve the process of preparing, coaching and improving the teaching profession.