THE URGENCY OF MICRO TEACHING PROGRAM IN MODERN ISLAMIC BOARDING SCHOOLS

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Abstract
This research aims to determine the activeness of learning for each subject, using a micro-teaching program aimed at the abilities of teachers in Modern Islamic Boarding Schools. The research results show that the implementation of the micro-teaching program for teachers at Modern Islamic Boarding Schools is based on planning and micro-teaching guidelines. This is to increase the competency of students in the learning process as well as increase the competency of students in understanding the material contained in each core discussion, teacher preparation, class preparation, steps in student learning activities, and learning evaluation. Increasing the ability of language teachers means developing a spirit of love for teachers for language.
Keywords: Program, Micro Teaching, Islamic Boarding School

Abstrak
Tujuan penelitian ini adalah untuk mengetahui keaktifan pembelajaran setiap mata pelajaran, dengan menggunakan program micro teaching ditujukan pada kemampuan guru yang ada di Pesantren Moderen. Hasil penelitian bahwa penerapan program micro teaching bagi guru di Pesantren Moderen adalah berbasis perencanaan dan pedoman-pedoman micro teaacing. Hal ini untuk meningkatkan komptensi bagi santri dalam proses belajar sekaligus meningkatkan kompetensi santri dalam memahami materi yang terkandung dalam setiap inti pembahasan, persiapan guru,persiapan kelas, langkah kegiatan belajar siswa dan evaluasi pembelajaran. Peningkatan kemampuan guru bahasa adalah menumbuh kembangkan semangat kecintaan bagi guru terhadap bahasa.
Kata Kunci: Program, Micro Teaching, Pondok Moderen

INTRODUCTION

Microteaching is an effort to improve the quality of learning, an educator or prospective educator must be able to master the materials and governance of a class in the teaching and learning process. According to Chen, (2023), microteaching is a method of performance training that is designed by isolating the components of the teaching process, so that teachers can master each component one by one in a simplified teaching situation. The micro-teaching program is a vital activity for every prospective teacher. To fulfill the demands to be able to place himself as a whole and professional in the field of teaching. The purpose of micro-teaching learning in general is to train and prepare prospective teachers to face the work of teaching fully in front of the class by having the knowledge, skills, skills, and attitudes of a professional teacher (Halza dkk., 2024). For this reason, it is not easy to implement micro-teaching learning which must be able to run effectively.

The world of education needs a learning strategy which is one of the important components of the curriculum so there is an adage "al-thariqoh ahammu min al-maddah" (learning methods are more important than learning materials). However, this adage is more suitable for teachers who have mastered the material in depth. If on the contrary, that is, rich in methodology but poor in material, then the possibility that occurs in the learning process is the appearance of a comedian, who can shake the stomach of students for hours even though the content and substance of the material is small, and is less able to realize the meaning of education itself as "A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state." (Machendrawaty dkk., 2022). Meanwhile, the essence of effective learning is to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Meanwhile, the essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students but how an effective learning process can provide good understanding, intelligence, perseverance, opportunity, and quality and can provide changes in behavior and apply it in their lives.

The failure of educators in delivering teaching material is always not due to lack of mastery of the material, but because they do not know how to convey the subject matter properly and appropriately. So that students can learn in a pleasant and exciting atmosphere, educators need to know learning approaches and techniques by understanding good and appropriate learning theories. In modern times, microteaching has been implemented as an introduction to learning in boarding schools. The problem is the problems faced by students or teachers who are directly related to not by the existing methods of microteaching. While non-discussion problems are problems that also affect, even dominant can thwart, the success of the learning program being implemented. Another problem that arises is how teachers can develop their teaching system so that students are motivated to learn the material, especially in this Islamic boarding school which is categorized as a fairly old Islamic boarding school but students still consider the subject a difficult and boring subject. One of the strategies applied in the Islamic boarding school is by using a micro teaching-learning strategy. This strategy has been going on in Islamic boarding schools but is still considered unsuccessful in understanding subjects with the diversity of students.

METHOD
The research place is in the Modern Islamic Boarding School, one of which is Nurul Islam Belang Rakal. Qualitative data collection is processed data whose collection is greatly influenced by the factor of who is in charge of collecting data. Data collection techniques and use participatory observation techniques, interviews, observations, and documents (records or archives) (Budianto, 2024). So to collect the desired data the researcher uses

observation. Observation itself is an observation that includes focusing on an object using all the senses. So what is observed in a qualitative study is usually a certain social. Then researchers use document studies. Document study is one of the data collection methods that uses documents as research sources. Guba and Lincoln define it as: a record is any written statement compiled by a person or institution to test an event or present an account. Documents are any written or film material, other than records prepared because of an investigator's request. Data here is about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lenger, agendas, and others (Iswadi dkk., 2023).

RESULTS AND DISCUSSION

Research Result

TMII Islamic Boarding School Nurul Islam Aceh has a boarding school curriculum whose model and curriculum are taken from Islamic Boarding School Gontor Ponorogo, which is a combination of Madrasah Tsanawiyah and Madrasah Aliyah. Religious lessons, as taught in some Islamic boarding Schools in general with the Sorogan system, are taught in classes. At the same time, the students are required to live in the dormitories, maintaining the spirit and atmosphere of Islamic Boarding School life. The education process lasts 24 hours. Religious and general studies are given in a balanced manner over 6 years. Skills education, arts, sports, organizations, and others are part of the life activities of santri/ female students in Islamic Boarding Schools.

Learning at Islamic Boarding School Nurul Islam Aceh is learning that is needed for someone to communicate with their environment. Learning objectives are very important in communicating especially in Islamic Boarding School educational institutions. So the learning objectives of each subject in education and teaching are very important. Because with the purpose of a program, it is hoped that what an educational and teaching institution aspires to. Therefore, the progress and decline of an educational and teaching institution is not due to the expected goals of the institution.

The micro-teaching program usually at Islamic Boarding School Nurul Islam Aceh holds several programs to create the expected goals, including through the direction and guidance of Arabic language teachers, explaining micro-teaching material, explaining the components that should not be left behind in teaching, explaining the goals to be achieved in Arabic language learning, explaining how to become an active and creative educator in teaching.

The micro-teaching program is expected to synergize with other subjects. Some of the basic things of the micro-teaching program in the Modern Islamic Boarding School include:

a. Developing insights into linguistics, For beginners to become even in class 6 KMI, this program is given and even obligatory to carry it out, because this program is very important for the journey of a santri and Islamic Boarding School alumni. Most of the Islamic Boarding School alumni are teachers so in the world of education they are accustomed to using good and fluent Arabic.

b. Developing effective education and teaching in learning Arabic, Education and teaching will run well if the learning process is by the objectives materials, and methods. Education and teaching will be effective if there is reciprocity from students who have competence in their learning.

c. Developing good teaching quality in learning, Teaching is an obligation for educators in teaching and learning activities to become a facilitator in learning, not only that an educator will achieve success if done well in using effective learning guidelines.

d. Developing general objectives from specific objectives, In addition to teaching, an educator can develop guidelines that already exist well and are directed to suit his goals.

e. Creating students/learners have language skills, For teachers, the micro-teaching program can foster and create fun learning as well as being able to speak for teachers as well as students in the learning process.

Discussion

Terminologically, micro-teaching is a different editorial but has the same substance of meaning. In other words, the act of teaching is very complex, with this (Rabiman dkk., 2020). Ratnawati dkk., (2021) Explain microteaching is an initial training in the formation of teaching competencies through the actualization of basic teaching competencies. Microteaching is a performance-based learning method whose technique is carried out by practicing the components of basic teaching competencies in the learning process so that prospective educators are truly able to master each component one by one or several integrated in a simplified learning situation.

As for what is minimized and simplified:

a. Number of students 5 - 10 people
b. Teaching time 5 - 10 minutes
c. The subject matter includes only one or two simple items 4.

The microelement is the main characteristic and seeks to systematically simplify the entire teaching process. This effort is based on the assumption that before being able to understand, learn, and be able to carry out complex teaching activities, there is an obligation to master the components of the entire activity (Husnaini, 2022). So by reducing students, shortening time, narrowing suggestions, and limiting skills, attention can be fully directed to fostering the improvement of the specific skills being studied.

There are several definitions of micro-learning according to several experts:

a. Microlearning is a small-scale teaching activity designed to develop new skills and improve old skills (Pujianto dkk., 2021).

b. Roestiyah, microlearning is a teaching activity where everything is minimized or simplified.

c. Micro teaching is an effective method of learning to teach (Anggadwita dkk., 2021).

d. Louis & King, (2022), microlearning is simplified learning. The learning situation is reduced in scope, the teacher's task is simplified, the subject is shortened and the number of students is minimized.

e. van de Ridder dkk., (2020), micro-teaching is one form of practice model of teaching education and training. Meanwhile, according to Jensen, microteaching is a system that allows prospective teachers to develop their skills in applying certain teaching techniques.

f. Micro teaching is a training method designed in such a way as to isolate the parts of the learning process so that prospective teachers/educators can master the skills one by one in a simplified teaching situation (Dewi & Wajdi, 2022).

So micro-teaching is a training method designed in such a way as to improve prospective teachers' teaching skills and develop teachers' professional experience, especially teaching skills by simplifying or minimizing aspects of learning such as the number of students, time, the focus of teaching materials and limiting the application of certain teaching skills so that teachers can know the strengths and weaknesses of the teacher accurately. Practice teaching practice in a laboratory situation, so through micro-teaching prospective teachers or teachers can practice various teaching skills in controlled conditions to improve their competence. According to Rustandi & Kusnawan, (2023), the purpose of micro-teaching is to prepare prospective teachers to face the job of teaching fully in front of the class by having the knowledge, skills, and attitudes of a professional teacher. From the theory that any learning needs to be called teaching practice. Of course, this is very important in the world of education. According to Al-Nasheri & Alhalafawy, (2023), the objectives of micro-teaching learning are:

1. For prospective teacher students

a. Provide real learning experiences and practice several basic teaching skills separately.

b. Prospective teachers can develop their teaching skills before they plunge into the real classroom

c. Provide the possibility for prospective teachers to acquire a variety of basic teaching skills and understand when and how the skills are applied.

2. For Teachers

a. Provide refreshment in the education program.

b. Teachers get individualized teaching and learning experiences for their professional development.

c. Developing an open attitude for teachers towards reforms that take place in the educational environment.

Muliawan dkk., (2022) also classifies micro-teaching objectives, namely teaching objectives for prospective teachers and objectives for teachers.

a. For prospective teachers, the first is to provide practice in several basic teaching skills separately and practice real teaching experience. Second, it allows prospective teachers to develop teaching skills and guidance before they appear in the actual classroom. Third, it allows prospective teachers to get practice in teaching skills and practice when to apply them.

b. As for teachers, first, it provides a refresher on basic teaching skills. Second, it provides an opportunity to add guided experience for professional improvement and development. Third, developing an open attitude for teachers to critical responses to their shortcomings and renewal that develops in the world of education.

The specific objectives of micro-teaching are as follows:

a. Prospective teachers can analyze the learning behavior of their friends and themselves.

b. Prospective teachers can implement various types of skills in the learning process.

c. Prospective teachers can realize effective, productive, and efficient learning situations.

d. Prospective teachers can act professionally.

Micro Teaching seeks to foster prospective teachers/education personnel through cognitive, psychomotor, reactive, and interactive skills. In its role, microteaching also functions as follows:

a. Instructional function, as a provider of practice facilities for prospective teachers to practice and improve and improve learning skills as well as practice in applying knowledge of teaching methods and techniques and teacher science that has been learned theoretically. Hamalik here says that micro-teaching functions as a teacher practice, both in pre-service and in-service. With this, it is clear that the instructional function is a place to hone teaching competencies and skills.

b. The coaching function, as a place for coaching and debriefing prospective teachers to be coached before plunging into actual teaching. Sardirman said that micro-teaching is used as a place to equip prospective teachers by improving teaching components before going to the classroom where teaching takes place (Tan dkk., 2024).

c. Integralistic function, as a program that is an integral part of the field experience program and is a prerequisite course for PPL and has the status of a real mandatory course.

d.   Experiment Function, as a test material for prospective expert teachers in the field of learning. For example, a teacher based on his research finds a learning model, then before the discovery is practiced in the field, it is first tested in this micro-teaching. With this, the results can be evaluated where the weaknesses are to make immediate improvements. In other words, the function of micro-teaching is a means of practicing teaching, as well as one of the requirements for students who will take part in teaching practice in the field.

e.   Sensitive to the phenomena that occur in the learning process when being a collaborator who criticizes friends who perform teaching practices.

f.   Better prepared to carry out teaching practice activities in institutions and schools.

g.   Can assess the shortcomings that exist in themselves related to basic teaching competencies through self-reflection after future practice.

h.   Aware of how to form a good educator profile in terms of appearance, attitude, and behavior competencies.

Definition of Islamic Boarding School

Islamic Boarding School is the oldest educational institution in Indonesia, which has given birth to many scholars. Not a few Islamic figures were born from permanent institutions. Even Prof. Dr. Mukti Ali said, "that there are no scholars born from institutions other than Islamic Boarding Schools". The term "Islamic Boarding School" comes from the Arabic "funds" which means lodging.

Islamic Boarding School etymologically comes from the word santri which gets the prefix pe- and the suffix-an so that it becomes pe- santri -an which means the word student which is from the word "shastri". While Berg argues "that the term Islamic Boarding School comes from the word shastri which in Indian language means a person who knows the holy books of Hinduism. The sacred books of religion or books on science come from the word shastri. Another opinion says, the word santri comes from the word Cantrik (Sanskrit) which means teacher, which was later developed by the Taman Siswa College in a boarding system called Pawiyatan. On the other hand, Islamic Boarding School have distinctive characteristics and the most prominent advantage is the existence of collective leadership based on the pan soul of Islamic Boarding School: sincerity, simplicity, self-sufficiency, Ukhwah Islamiyah, and freedom. The five souls become the spirit of all the activities of struggle and struggle in the Islamic Boarding School carried out by all components of its personnel who are directly involved in the Islamic Boarding School, starting from the waqf board, the leadership, the board of teachers, the board of teachers, all administrators and all santri and santriwati.

KMI is an Islamic teacher education school curriculum whose model and curriculum are taken from KMI Islamic Boarding School Modern Darussalam Gontor, which is a combination of the Padang Panjang Islamic Normal School with the boarding school

education model in Gontor. Religious lessons, as taught in some Islamic Boarding Schools in general with the sorogan system, are taught in classes. At the same time, the students are already obliged to live in the dormitory by maintaining the spirit and atmosphere of Islamic Boarding School life. The education process lasts 24 hours. Religious and general studies are given in a balanced manner over 6 years. Skills education, arts, sports, organizations, and others are part of the life activities of santri / nuns in the Islamic Boarding School. Therefore, the boarding school provides a means for students to live independently when they live outside the boarding school and still cling to the soul of the santri.

Learning through the micro-teaching program in Islamic Boarding School is learning that is needed by someone in carrying out teaching in an educational institution. The objectives of the micro-teaching program are very important in learning students who will become alumni of Islamic Boarding School who must have provisions in teaching. The vision and mission of Islamic Boarding School Nurul Islam Aceh cannot be separated from the Islamic Boarding School programs through the motto of the Islamic Boarding School and its five souls, especially in educating the final students to have a brave spirit, work and become educators wherever they are.

CONCLUSION

The micro-teaching program for teachers has a goal where every teacher must have the ability to make good teaching preparations using Arabic. The effectiveness process is through the learning process directly practiced every day. In this way, the assessment of the micro-teaching program for teachers in the Islamic Boarding School is carried out by oral and written test methods, micro-teaching assessment with attitude, micro-teaching assessment with self-assessment, micro-teaching assessment with instrument analysis, micro-teaching assessment with evaluation of learning outcomes. The importance of this program can create habits for teachers with an organized, orderly, and easy to understand. While the shortcomings of the micro-teaching program for teachers must be adjusted to the teacher written in the preparation of teaching.

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