The Effectiveness of TMLM on Student Teachers' Personality and Social Competence measured with Teacher Competency Assessment in the COVID-19 Pandemic Era

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ABSTRACT

Many pre-service education microteaching projects are aiming to address a range of difficulties that future teachers face in a variety of teaching situations while also enhancing the overall value of the teacher education program. Microteaching is another sort of teacher performance training that restricts the components of the learning process so that prospective teachers can master teaching skills and components one at a time in a smaller teaching environment.
The TADALURING Microteaching Learning Paradigm (TMLM) is a microteaching learning model that comprises of three complimentary teaching practices: classroom, online, and offline practice. A study of TMLM was conducted with 20 teacher students in Magang 2 course on how to teach. Between pre - tests and post competency, participants' personalities and social competence developed. The objective of this study is to assess how effective TMLM is at increasing student teachers' personality and social skills as measured by Teacher Competency Assessment. Data collection techniques include observation, interview, questionnaire, recording, and testing of the study's findings. The data is analyzed with SPSS. Using a one-group pretest–posttest strategy, field testing was done in the field. The outcomes of student learning tests were analyzed using the t-test method (paired samples test). In the COVID-19 Pandemic Era, the effectiveness of the Tadaluring Microteaching Learning Model on Student Teachers' Personality and Social Competence as measured by Teacher Competency Assessment revealed that the average results of the experimental class after using the Tadaluring Microteaching Learning Model developed of 87.9795 amounted to 82.6025. These findings show that the microteaching approach developed can help student teachers enhance their personalities and social abilities.

Key words: Personality and Social Competence, Tadaluring Microteaching Learning Model (TMLM), Teacher Competence

INTRODUCTION

Introductory part mainly contains: (1) the problem of research; (2) knowledge and problem-solving plan; (3) the formulation of research objectives; (4) a summary of theoretical studies related to the problems examined. In this section sometimes also loaded hopes for the results and benefits of research and typed with 1.5 spacing.

For an article that will be published in the journal, the detailed rules following the provisions of article format on the journal article format. Articles typed on A4 paper and use top, bottom, left, and right margin 2,54 cm with the number of pages minimum 10 pages with Cambria and font size 11. The template for this article format created in MS Word 2010, and then stored in docx format. This template allows the author to prepare articles in accordance with the rule relatively quickly and accurately.

Research on pedagogical techniques and experiences has been undertaken in order to assist teacher educators' attempts to help prospective teachers better their knowledge, performance, and practices in the classroom. Prospective instructors should delve further into pedagogical issues in order to refine their analysis on how to improve their teaching abilities, performance, and experience. Prospective teachers must have teaching experience and practice before enrolling in a teacher education program. (Ferna´ndez, 2010; Sessions, 2016). Many pedagogical methods and experiences experts indicate that microteaching is a learning tool that may assist potential teachers in planning and designing teaching experiences (Sugihartini & Sindu, 2020; Wahyu & Utami, 2016). The Tadaluring Microteaching Learning Model (TMLM) is one of the pedagogical models that may satisfy the suggestion of bridging students' teaching knowledge, practice, and experience from theory to practice in teacher training activities.

TADALURING Microteaching The learning model includes pre-model or preparatory tasks such as defining the scope of learning, organizing materials, and developing learning objectives. Before enrolling in microteaching programs, student teachers should be aware of the scope of microteaching learning, which includes the ability to prepare learning tools and master a variety of fundamental teaching skills such as opening and closing learning skills, explaining skills, questioning skills, varying stimulus skills, providing reinforcement skills, guiding skills in small and individual group discussions, and managing class skills (Arifmiboy, Iswari, Jamna, & Agustina, 2017).

Beside being a skillful teachers, a professional teacher needs to improve personality and social competency. Therefore, it is very critical for student teachers in teacher education program to improve their personality and social competence. Based on the teacher assessment instrument released by LPP Universitas PGRI Semarang, there are twenty indicators of personality and social competence that can be used to assess student teachers' personality and social competence. Having the bravery and calmness, confidence, tidy and courteous performance, aptitude, and responsibility in teaching are some of the elements noted in enhancing personality and social competence (Remesh, 2013; Şen, 2010). The next indicators are that student teachers should be disciplined and meticulous in their work, honest and open-minded, passionate, pleasant, and empathetic, and capable of serving as a role model for colleagues and pupils (Suryani, 2016). The other important points of personality and social competence indicators are being able to use English correctly, use communication and information technology, able to work and foster good relations with fellow practitioners, students, teachers, and other school components (Findeisen, Deutscher, & Seifried, 2020; Sihotang, 2021). The other necessary personality and social competence indicators that need to be developed by student teachers are the capability to recognize the strength and weaknesses,

respect the rights of students, encourage students to respect other students, and encourage students' interest to learn (LPP Universitas PGRI Semarang, 2019; Olusegun, 2015).

METHOD

This sort of qualitative research was done to assess the efficacy of the Tadaluring Microteaching Model (TMLM) on potential teachers enrolled in Universitas PGRI Semarang's Magang 2 or Internship 2 Course.

The approach used in this study is quantitative research, in which the data gathered is statistically evaluated. Quantitative research attempts to understand occurrences in terms of statistics that may be used to establish the study's primary topic. To gain a full picture of the elements that impact the Tadaluring Microteaching Learning Model of Magang 2 student teachers, explicit, systematic, and reproducible techniques are utilized to evaluate quantitative data. The Magang 2 course on learning to teach English had 20 potential teachers who consented to participate. The information was gathered through interviews and questionnaire responses from students who enrolled in the Magang 2 course and took part in the Tadaluring Microteaching Learning Model implementation (TMLM). The efficacy of the experimental design utilized, i.e. the pretest-posttest design, is measured by the test design. The data acquired from the various steps will subsequently be processed using Excel and SPSS applications.

RESULT AND DISCUSSION

These are composed of a research result as displayed as words, tables, figure, and photographs. The limitation of using graphics and photos will be appreciated. However, it needs to be displayed if it can describe a better explanation for research result. All of Figures and tables should be given continuing numbers and must be referred in the article.

In the educational system, teaching abilities, performance, and experience all play a critical role. Since then, educational and teacher education programs will be effective and efficient if they can produce teachers who are inexperienced, well-informed, and highly motivated to implement the best methodological issues in excellent teaching education standards. Additionally, outstanding programs that can enhance the training of students who have the role of prospective teachers in order to gain more knowledge, skills, and insight into teaching performance as well as educational life skills such as personality and social competence that can help them develop their future careers as professional teachers are critical for universities that have a faculty of education.

If prospective teachers have already set up, learned, and implemented the professional plans, satisfaction levels, demographic characteristics, perceptions, and motivations that are required before and during their teaching performance, they will be able to improve the quality

of their teaching performance in the classroom (Sugihartini & Sindu, 2020; Suryani, Rukmini, B, & Hartono, 2017). As a consequence, aspiring instructors will need to improve their teaching skills, performance, and experience. The Tadaluring Microteaching Learning Model is a pedagogical model that may be utilized in the *Magang 2* Course to improve the quality of what prospective teachers teach. They are said to be ready to be a professional teacher if they are able to improve many indicators that indicate their competencies of improving their teaching personality and social skills.

Improving responsibility and aptitude of teaching is one of the most challenging social skills that prospective teachers face in their teacher education programmes when engaging in the three integrated teaching practices of TMLM, respectively classroom practice, online practising, and offline practising (Alessio & Alessio, 2018; Asman, 2016; Banga, 2014; Majoni, 2017). Many individuals think that having good attitude, politeness, motivation, being aware of their weaknesses and improve it into their strength is the foundation of successful teaching since it requires a teacher's understanding of personality and social competence as a professional teacher, as well as knowledge of the curriculum, learners, and teaching environment. When planning a lesson, a teacher at the same time determines the lesson's objectives and how to achieve them with spirit and motivation to reach the best learning outcome of their students is a part of improving teachers' personality and social skills (Darwish & Sadeqi, 2016; Jesson, 2006). In order to participate in microteaching, student teachers must be able to develop teaching skills but personality and social skills as well that are in line with the curriculum format used in school.

The TMLM method emphasizes both the sort of practical tasks and the quantity of time or opportunity for future teachers to practice their teaching performance as well as their personality and social competence. Classroom practice is a teaching activity that takes place in the classroom and is closely watched by the supervisor and other members of the group. Face-to-face networking, often known as online practice, is a type of teacher training that takes happen in several places at the same time using communication technologies like Google Meet. While face-to-face training is an exercise activity in which each attendee performs independently in different spots and at various times with the additional help of a group of students or peers without the existence of their supervisor, distance practice is an exercise action in which each participant works independently in different places and at different times with the assistance of a class of students or peer group (Arifmiboy et al., 2017; Arifmiboy, Jamna, Iswari, & Agustina, 2018; Remesh, 2013).

The Tadaluring Microteaching Learning Model was designed to help prospective teachers acquire a range of essential teaching abilities, such as opening and closing learning, explaining, questioning, offering reinforcement, conducting variations, directing small group

discussions, and class administration while at the same time improving their personality and social skills (Arifmiboy et al., 2018).

In the *Magang 2* course, the lecturer's role as instructor or supervisor is critical in assisting prospective teachers in increasing students' motivation, helping them feel confident in solving problems, teaching them how to plan their learning activities, assisting them in conducting self-assessment at the end of each lesson, encouraging them to motivate themselves for future teaching and work performance, and providing feedback and informing them about the course. Students from Universitas PGRI Semarang's faculty of education, notably from the English department, have been researching ways to improve teaching talents, participate in the training, media, instructional methods, and experiences that are accompanied with excellent personality and social skills that cover twenty indicators that can be seen in table 1.

Table 1. Teacher Competency Assessment Tool Personality and Social Competence

Instructions:

1. Fill in the format in accordance with observations of Mr / Mrs during the Internship student
2. For each aspect score: (4) very good, (3) good, (2) not good, (1) very poor

NO	ASPECTS OBSERVED	SCORE
1.	Have courage and calm in teaching practice	
2.	Have confidence	
3.	Have neat and polite performance	
4.	Speak, have aptitude and behave well towards fellow practitioners and students	
5.	Responsible for the tasks that are given	
6	Behave honestly and openly	
7.	Discipline and careful in doing the tasks	
8.	Enthusiastic in carrying out the tasks	
9.	Friendly and sympathetic	
10.	Be a role model / example for fellow practitioners and students	
11.	Able to communicate verbally and in writing	
12.	Able to use English correctly	
13.	Able to use communication and information technology	
14.	Able to adjust to the conditions of students	
15.	Able to work with fellow practitioners, students, principals, teachers and employees	
16.	Able to foster good relations with fellow practitioners, students, teachers, and other school components	
17.	Recognize the strengths and weaknesses of students	
18.	Respect the rights of students	

19. Encourage students to respect other students

20. Encourage students' interest to learn

Total Score

Suggestion:

3. Add the scores down, to get the total score

The findings of the pretest-posttest control group design to test the impact of TMLM on student teachers' personality and social competence measured using Teacher Competency Assessment in the COVID-19 Pandemic Era to improve the learning outcomes of teacher students. It will do a t-test to determine the difference between a meaningful learning result (Paired samples test). The following table shows the results of a test conducted with SPSS:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	82.6025	20	1.73181	.38724
	Posttest	87.9795	20	1.65307	.36964

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.700	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-5.37700	1.31389	.29379	-5.99192	-4.76208	-18.302	19	.000

The posttest result mean for the t-test assessment test (Paired samples test) is 87.9795, which is significantly higher than the pre-test score of 82.6025. It can also be seen from the table that the correlation is high enough, at 700. If the value of t-statistics is greater than the value of t-table, Ho is rejected. According to the table, Ho is rejected since the sig 2 tailed value is less than the t-table, i.e. the sig 2 tailed score is 0.000 0.025. According to those findings, there is a substantial change between the pre-test and post-test scores' average values. So it can be said that the result of the post test is better than the result of pre test score.

So, in the COVID-19 Pandemic Era, using TMLM on Student Teachers' Personality and Social Competence assessed by Teacher Competency Assessment can improve student teachers' learning results throughout their participation *in Magang 2* Course.

CONCLUSION

The Tadaluring Microteaching Learning Model was created with the goal of demonstrating a range of basic teaching abilities with good personality and social skills to potential teachers enrolling in the Magang 2 programme. They are required to be able to open and close learning in the classroom, explain content to students, ask questions, provide reinforcement, vary instructional activities, guide small group discussions, and improve classroom management abilities while at the same time able to show good manners, personality, and social skills. Another aim of designing the model is to increase the quality of teaching performance, personality, and social skills and to address different teaching issues such as inadequate laboratory facilities, time management, and other learning issues that commonly arise in teacher education or colleges.

Therefore, TMLM as one of microteaching models is very effective for applying to candidates or prospective teachers who are studying in the faculty of education so they can better understand how to improve the learning activities and participation of students in learning. Most importantly, this TMLM model is a good microteaching model to improve student teachers' personalities and social competence beside the main goal of improving the best teaching performance.

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