EMOTIONAL INTELLIGENCE-ORIENTED TEACHER EDUCATION MODEL IN MICRO TEACHING STUDENTS DEPARTMENT OF FAMILY EDUCATION (PKK) MEDAN STATE UNIVERSITY

Model Pendidikan Guru Berorientasi Kecerdasan Emosional Pada Mahasiswa Mikro-Teaching Jurusan Pendidikan Keluarga (PKK) Universitas Negeri Medan

Fatma Tresno Ingtyas, Dina Ampera , Farihah

Family Education Department, Faculty of Engineering, Medan State University
Jl. Rumah Sakit H. Kenangan Baru, Percut Sei Tuan, Deli Serdang, North Sumatera 20371

fatmatresno@unimed.ac.id

ABSTRACT

This research is the development of a micro teaching learning module with an Emotional Intelligence oriented orientation, as the sample is culinary education students who are taking the micro teaching course. The profession of teachers as teaching staff, in government regulations what is meant by educators as agents of learning has four functions, namely; 1) the learning facilitator function; 2) The function of the motivator; 3) Learning boost function; 4) The function of inspiring learning.
The emotional intelligence-oriented micro-teaching module was developed to practice teaching skills The results of student teaching practice using the emotional intelligence-oriented micro-teaching module are higher than the results of student teaching practice without using the micro-teaching module, which has been tested through statistical tests with the test results showing the value of count 4.43> 1.671. The data on the average score of students who use the micro-teaching module is higher than the average score of students who learn micro-teaching without the module.
The conclusion of this research on the development of a micro-teaching module with an emotional intelligence orientation has high implications, it shows that the results of student teaching practice using the micro-teaching module are higher than those without using the module.

Keywords: Learning Module, Microteaching, Emotional Intilligence

INTRODUCTION

Microteaching is one of the subjects that must be given to students of the Culinary Education study program and a prerequisite before teaching training to schools to carry out Field Training Programs (PPL). The purpose of micro teaching-learning, in general, is to train and prepare students as prospective teachers in facing teaching work in front of the class with the knowledge, skills, and attitudes as professional teachers.

The essence of microteaching is: 1) Microteaching is essentially an approach or way to train prospective teachers and teachers to prepare and improve their teaching performance (competence). 2) Microteaching, is a training process using a microteaching approach that can be done for all aspects of learning. As for the technical implementation, it is carried out in stages and only focuses on the part by part in isolation according to what is desired by those who will practice or by the direction of the supervisor. 3) When prospective teacher students practice through the microteaching approach, to observe the appearance, observations, or observations are made by the supervisor or lecturer who teaches the micro-teaching subject.

Practicing to master basic teaching skills like this is called micro-teaching. Microteaching is a teaching situation that is carried out in a limited time and number of students, namely for approximately 15-20 minutes with a total of approximately 20 students practicing. According to Samion (2012), micro-teaching is a method of teaching or training that is isolated so that basic teaching skills can be mastered.

Djamarah (2002) explained that micro-teaching is its main characteristic and seeks to systematically simplify the entire existing teaching and learning process.

The implementation of micro-teaching is the realization of the real teaching pattern (real teaching) which is designed in microform. Each student prospective teacher or lecturer makes teaching preparations which are then carried out in the learning process with students or peers (peer teaching) with the actual setting of conditions and context of teaching and learning activities.

Fulfilling the need for additional Microteaching room facilities is also to meet the objectives of implementing this teaching simulation. The general purpose of micro-teaching is to provide opportunities for students (prospective teachers to practice practicing some basic teaching skills in front of their peers in a constructive, supportive, and friendly atmosphere. So that it supports mental readiness, integrated performance skills, and abilities. for various actual teaching practices in schools / educational institutions.

RESEARCH METHODOLOGY

This research is development research carried out in the Micro Teaching course of the Catering Education Study Program, Universitas Negeri Medan as a sample, namely the development of an Emotional Intelligence Oriented teacher learning module for students of the PKK Department, State University of Medan. The Research and Development method in this research has the same goal, namely to produce a Module product that is empirically tested, so there needs to be a documented and measured activity stage at all stages of development. The development model used in the development of the Micro Teaching module. The test subjects at this stage were three material experts, three learning design experts, and instructional media experts. Expert in the depth of content of the micro-teaching subject matter.

The data collection instruments in this development research were questionnaires and interviews, which were used to collect data from reviews from subject matter content experts, learning design experts, and learning media experts, students during trials, students and lecturers of the Micro-teaching subject.

Sources of data in this study came from validation tests, preliminary trials, and field trials involving research subjects, namely 3 material experts as reviewers, 3 learning and media design experts, and Catering education students. Quantitative data obtained by expert testing or validation, initial trials, and field trials. This qualitative descriptive analysis technique is used to process data from the review results of micro-teaching subject matter experts, learning design experts, and learning media experts, students, and lecturers.

The quantitative data on the results of the assessment by the teacher used a draft product assessment instrument in the initial trials and field trials were analyzed quantitatively to obtain the reliability coefficient. The reliability coefficient obtained from the initial trial value is sought to determine

the next step, whether the draft can be used for the field trial or revision stage. Meanwhile, the reliability coefficient obtained from the field trial value is used as the product appraisal instrument reliability coefficient.

RESULTS OF RESEARCH DISCUSSION

The process of implementing the development of emotional intelligence-oriented modules in the micro-teaching course is carried out on semester V students. Microteaching is the competence to provide opportunities for students (prospective teachers) to practice practicing some basic teaching skills in front of their friends in a constructive, supportive atmosphere. , and friendly so that it supports mental readiness, skills, and performance abilities that are integrated for the provision of real teaching practice in schools /educational institutions.

a. Product Requirements Analysis

The product trial stage is carried out as follows: 1) validation of material experts, 2) validation by learning design experts, 3) validation by media experts, 4) revision I, 5) individual evaluation, 6) analysis of individual evaluation results, 7) revision II, 8) small group evaluation, 9) analysis of small group evaluation results, 10) revision III, 11) field trials, 12) field trial analysis, 13) revision IV, 14) final product.

b. Description of Test Result Data

The results of the media expert validation were in the form of an assessment score on the components of the emotional intelligence-oriented microteaching module on the teaching simulation material; practicing teaching skills.

Expert validation of emotional intelligence oriented microteaching module material on teaching simulation material; practicing teaching skills, namely lecturers at Medan State University, Catering Education Study Program. The assessment was carried out to obtain the information used to improve the feasibility of the emotional intelligence-oriented microteaching module on teaching simulation material; practicing teaching skills. The aspects consist of the suitability of the material, ease of understanding, ease of access, the usefulness of material,

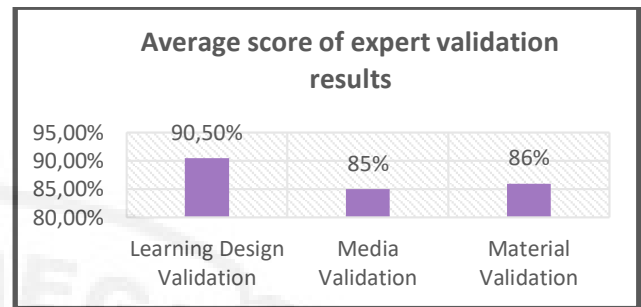language communication, and completeness of the material.

Figure 1. Average score of expert validation results

c. Trial Result Data

Individual trials were carried out on 3 students during the micro-teaching course teaching simulation material; practicing teaching skills, with the aim of individual trials is to identify deficiencies in learning products after being reviewed by experts. Furthermore, small group trials were carried out on 9 students during the micro-teaching of teaching simulation material; practicing teaching skills the purpose of small group trials is to identify deficiencies in learning products after being reviewed by experts. Assessment and input from this trial are about the presentation of learning products including aspects of learning, and teaching simulations.
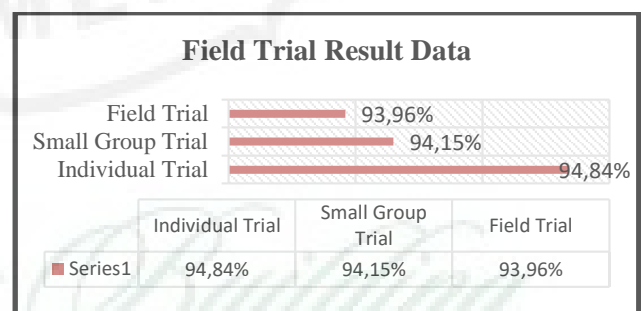

Figure 2. Field Trial Data

d. Research Results Trial the Effectiveness Of The Product

Based on research that has been carried out on the learning outcomes of Microteaching using modules, it can be seen that the score of learning outcomes on teaching simulation material, practicing teaching skills is obtained the lowest score of 66 and the highest score of 97, the average score of XI = 83.09, standard deviation (SD) = 8,129.

e. Discussion of Research Results

This development research is aimed at producing micro-teaching module products that are used to improve the microteaching learning process so that teaching skills for prospective teachers are more focused. Revised and refined aspects are based on data analysis and trials as well as input from material experts, learning design experts, learning media experts. This aims to explore some of the common aspects of the product development process.

The advantage obtained from learning with the application of modules is to foster student learning motivation because it makes it easier to obtain learning information, students can find out which modules have been successful and which parts of the modules they have not succeeded, and learning materials are divided more evenly in one semester.

In designing learning materials, five categories of capabilities can be learned by students, namely verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills.

There are five criteria in module development, namely; 1) help students prepare for independent study, 2) have a plan of learning activities that can be responded to optimally, 3) contain complete learning contents and can provide learning opportunities to students, 4) can monitor student learning activities, and 5) can provide suggestions and instructions and information on the level of student learning progress.

Module development is a set of procedures that are carried out sequentially to carry out the development of a module learning system. In developing modules, certain procedures are needed that are by the objectives to be achieved, a clear structure of learning content, and meet the criteria that apply to learn development.

The theory of learning methods in the module should be reproduced and grouped based on skills (listening, speaking, reading, and writing). The theory of finding learning indicators and how to measure the success of these indicators in the module should be clarified again, and this module should be equipped with various pictures so that the appearance will be even more attractive and able to increase readers' interest in studying the module content. Then conceptually the results of this study are also in line with Arend's (2008)

theory which teaches how best to learn and understand all the factors for the success of learning outcomes which include media, application of technology, models, approaches used, and targets or outcomes as well as appropriate evaluation methods for results.

CONCLUSION

The results of the teaching practice of students who have used the emotional intelligence-oriented micro-teaching module are higher than the results of the teaching practice of students without using the micro-teaching module, which has been tested through the t statistical test with the test results showing the count of 4.43> 1.671. Based on the results of this study, it was also obtained that the average score of students who used the micro-teaching module with an orientation to emotional intelligence was higher than the average score of students who learned micro-teaching without modules.

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