

Improving Teaching Skills Through Microteaching Training for PG PAUD UNINUS Students

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ABSTRACT

Teaching skills are the main competencies that must be possessed by PG PAUD students as prospective professional educators at the early childhood education level. However, there are still obstacles in terms of preparing lesson plans, mastering the class, and using appropriate learning media. This community service activity aims to improve the teaching skills of PG PAUD students at Universitas Islam Nusantara (UNINUS) through microteaching training. The implementation method includes stages: planning, theory delivery, teaching practice, and evaluation. The training was conducted in a participatory manner, where each participant practiced teaching in front of a small group and obtained direct feedback from the facilitator and peers. The results showed a significant improvement in the ability to develop lesson plans, use media, as well as communication techniques and classroom management. Participants also claimed to be more confident and ready to face real learning challenges in PAUD. In conclusion, microteaching training proved effective in developing students' teaching skills, so this activity is recommended to be carried out in a sustainable manner and become part of practical learning in higher education.

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INTRODUCTION

Early childhood education (PAUD) is the main foundation in the national education system that aims to develop all the potential of children from an early age so that they are ready to enter the next level of

education (Kalsum, 2023). In accordance with Presidential Regulation No. 60 of 2013 on Holistic-Integrative Early Childhood Development, education in early childhood not only focuses on academic aspects, but also includes integrated physical, emotional, social, moral, and spiritual development of children (Nurachadijat and Selvia, 2023). Therefore, the quality of PAUD teachers is a determining factor in the success of education at this level.

In the context of PAUD teacher education in higher education, students of the Early Childhood Education Teacher Education (PG PAUD) Study Program are required to master not only theoretical knowledge of child characteristics and development, but also pedagogical skills that are applicable in the teaching and learning process. One indicator of these pedagogical abilities is teaching skills, which include the ability to plan learning (RPPH), organize activities, manage the classroom, use media and learning resources, and evaluate children's learning outcomes authentically.

However, based on the results of preliminary observations made of PG PAUD students at Universitas Islam Nusantara (UNINUS), it was found that there are still many students who do not have optimal readiness in carrying out learning practices. Some of the obstacles that arise include inaccuracy in preparing learning steps, difficulty in developing media that is in accordance with the stage of child development, and lack of skills in building effective communication with students. This indicates the theoretical and practical gap between the knowledge gained in college and the applicative skills needed in the field.

To overcome these problems, a training approach is needed that allows students to gain teaching experience in an atmosphere similar to real conditions, but still controlled and can be evaluated systematically. One method that has been proven effective in improving prospective teachers' teaching skills is microteaching. Microteaching is a small-scale teaching training technique that allows participants to practice one or more specific teaching skills in front of a small group, with a limited duration of time and equipped with a constructive feedback session (Damanik et al, 2021).

The advantages of the microteaching method as stated by Rofiah et al (2025) lie in its reflective and practice-based nature. Participants not only practice teaching, but also have the opportunity to identify their strengths and weaknesses through peer review, facilitator assessment, and video recording (if used). Thus, microteaching training does not only function as a technical training event, but also as a means of forming professional attitudes, confidence, and responsiveness to learning dynamics (Suryandarini, 2020).

Based on this background, this community service activity is designed in the form of microteaching training for PG PAUD UNINUS students as an effort to improve teaching competence. This activity is expected to be an applicable and inspiring training model for the PG PAUD study program and can support the strengthening of the quality of graduates to be better prepared to face the challenges of the world of work, especially in the world of early childhood education. In addition, this activity also supports the Campus Impact program which encourages practice-based learning and real experience.

IMPLEMENTATION METHOD

This community service activity uses a participatory approach through microteaching training designed in the form of structured experiential learning Maulani et al (2025). The aim is to improve the teaching skills of PG PAUD UNINUS students gradually, purposefully, and reflectively. The method of implementing the service is carried out in four main stages, namely: (1) Preparation, (2) Implementation, (3) Evaluation, and (4) Follow-up.

**FIGURE 1.** PKM Method Stages

The activity began with coordination of the service team with the study program to determine participants, implementation time, and preparation of training modules. Before the training began, students were given an initial questionnaire to identify their needs and perceptions of teaching skills. The training materials prepared include basic concepts of PAUD learning, preparation of lesson plans, communication strategies and pedagogical approaches, use of media and educational aids (APE), observation techniques and evaluation of child development.

The training was conducted over 2 intensive days. The first day focused on material presentation and demonstration by facilitators, while the second day focused on individual microteaching practice. Each participant was asked to prepare lesson plans and design learning activities for 10-15 minutes. Students took turns teaching in front of small groups (5-7 people), using media prepared by themselves. Each microteaching session is followed by a small group discussion, feedback from peers, and evaluation by the accompanying lecturer.

The evaluation stage is carried out through three approaches, namely self-assessment, where students fill out a self-assessment rubric. Then proceed with peer-assessment, where students assess the performance of peers with a simple rubric (Seplyana, 2025). And the last is facilitator assessment, where the lecturer team provides an objective assessment of the components of teaching skills, including opening, mastery of material, use of media, interaction, and closing. The evaluation results are used as material for reflection and improving the quality of student learning. After the training, students are given follow-up assignments in the form of written reflections and preparation of improved lesson plans. The service team also conducts light monitoring through an online platform to see the application of skills in practical courses or during field observations.

RESULTS AND DISCUSSION

The microteaching training activities carried out in this community service program are designed as a response to the real needs of PG PAUD students in developing applicable and contextual teaching skills. Based on the results of initial observations, participant feedback, and evaluation during the training, a number of relevant findings were obtained to be analyzed scientifically. One of the important achievements of this training is the improvement of students' ability to develop Daily Learning Implementation Plans (RPPH) in accordance with the principles of early childhood learning. Prior to the training, the majority of participants showed limited understanding of the lesson plan structure, especially in formulating learning objectives based on child development indicators, selecting appropriate methods, and determining active and explorative activities.

Through training activities accompanied by examples and practical exercises, students are able to identify important components in lesson plans and arrange them systematically. This is in accordance with constructivistic learning planning theory (Piaget & Vygotsky in Amma & Baharudin, 2024) which emphasizes the importance of designing learning activities that involve children's active participation, are experience-based, and accommodate the zone of proximal development (ZPD). Assessment data showed that after the training, 82% of participants were able to develop lesson plans with the right structure and content according to early childhood characteristics. This shows as stated by Yuliana et al (2025) that microteaching not only improves teaching practice skills, but also strengthens competencies in planning aspects that are the basis for the success of the learning process.

In the microteaching practice stage, students are given the opportunity to apply the lesson plans that have been prepared in simulated teaching activities. In this activity, participants act as teachers who teach in front of their peers who act as PAUD students. This practice as stated by Ramli et al (2023) proved to be effective in honing basic teaching skills, such as the skills of opening and closing lessons, giving clear instructions, interacting with children, and managing time and classroom activities.

Evaluation results using the teaching skills rubric showed that there were significant improvements in the aspects of verbal communication (76% of participants improved from fair to good), use of learning media (64% of participants showed high creativity in using simple media), class management (57% of participants showed the ability to organize the flow of activities well). In theory, this practice reflects the reflective teaching approach (Schön in Patty & Que, 2023) which emphasizes learning from direct experience and self-evaluation. Students are trained to actively observe their own actions, receive feedback from facilitators and peers, and reflect for continuous improvement.



FIGURE 2. Students Participating In Microteaching

The reflective aspect according to Simin et al (2025) is an important component in this microteaching training. After each teaching practice, students are asked to write a brief reflection containing their strengths and weaknesses while teaching, as well as improvement plans for the future. This reflection is a means for students to realize the importance of self-assessment and continuous improvement in the teaching profession (Pandiangan. 2020).

According to Dewey in Utomo et al (2024), the ability to reflect is the main characteristic of professional teachers, because through reflection one can link theory with practice, and make experience a source of learning. From the analysis of participants' reflections, it was found that most students realized the importance of careful preparation, mastery of media, and flexibility in addressing classroom dynamics. Reflection also showed an increase in participants' confidence and motivation. Previously, many students felt awkward and hesitant in teaching. However, after practicing microteaching, they felt more prepared and brave to perform in front of the class. This shows that this training has an impact not only on the cognitive and psychomotor aspects, but also on the affective and psychosocial aspects of the participants.

This activity is designed with an active and collaborative learning approach, where students are not only the recipients of the material, but also the main actors in the learning process. In discussions and peer evaluations, students learn to give and receive constructive criticism, which is an important provision in developing professional attitudes and teaching ethics. This approach is in line with the principles of andragogy learning (Knowles in Lubis et al, 2024) which emphasizes that adult students learn more effectively through direct experience, problem solving, and discussion among participants. Collaboration between students in developing media, developing lesson plans, and giving feedback to each other creates a conducive and in-depth learning atmosphere (Lekok, 2024).

This training provides an important initial experience for students before they go directly to the field through observation programs, teaching practices, or school field experience programs (PLP). By experiencing the teaching process in a simulated situation, students become more familiar with the real challenges in the classroom, more prepared to deal with various situations, and have stronger pedagogical provisions. From the results of brief interviews with participants after the activity, most stated that this training opened new insights into teaching practices in PAUD and provided encouragement to continue learning and innovating. This is an indicator that this service activity has made a positive contribution to strengthening the competence and professional readiness of PG PAUD students.

CONCLUSION AND RECOMMENDATIONS

The microteaching training organized for PG PAUD UNINUS students proved to have a positive impact on improving their teaching skills. Through the experiential learning approach, participants not only understand learning theory, but also apply it in real practice that provides direct and reflective experience. Aspects of lesson planning, classroom management, media use, as well as instructional communication have significantly improved. In addition, participants showed increased confidence and readiness to face challenges in the world of early childhood education.

Microteaching training needs to be systematically integrated into the PG PAUD curriculum as part of the formation of student pedagogical competence. It is necessary to develop training modules that are contextual and based on real needs in the field, including case studies and thematic learning simulations. Increase cooperation between lecturers, partner schools, and PAUD institutions to provide continuous and reflection-based practical guidance. Conduct continuous evaluation of the effectiveness of microteaching training to improve training methods, materials, and strategies in the future.

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