

Growing Teaching Motivation for Future Teachers Through Microteaching

Dila Umnia Soraya^{1,*}, Syaad Patmanthara², Gres Dyah Kusuma Ningrum³

Faculty of Engineering, Universitas Negeri Malang, Malang, Indonesia

¹dila.umnia.ft@um.ac.id, ²syaad.ft@um.ac.id, ³gres.dyah.ft@um.ac.id

*Corresponding author

Article Info

Article history:

Received: Jun 17, 2022

Revised: Aug 19, 2022

Accepted: Oct 12, 2022

Keyword:

Teaching motivation,
Microteaching,
Teaching and learning,
Future teacher

ABSTRACT

The teacher is the main foundation for implementing successful learning in delivering students to achieve their goals and aspirations. Teacher in learning does not only transfer knowledge but also transfers positive values that will equip students to live in society. The meaning of learning for teachers and students cannot be separated from the teacher's role as a motivator. Apart from having to have basic teaching skills, teachers are also required to have self-motivation in teaching. One of the efforts to train and improve basic teaching abilities and skills for student teacher candidates is through microteaching. This step is also an effort to increase the teaching motivation future teachers at educational universities, especially the State University of Malang. The purpose of this study is to determine the level of teaching motivation future teachers who have implemented microteaching, in terms of 2 indicators, namely intrinsic and extrinsic motivation. This research is a quantitative descriptive with 142 students from 8 faculties of education at Malang State University as subjects. The research instrument uses a closed questionnaire with a Likert scale that has been tested for validity, reliability, and normality. Data were analyzed descriptively to measure the level of teaching motivation future teachers at Malang State University. The results of the study show that the teaching motivation for future teacher students is mostly at a moderate level. While the percentage of intrinsic motivation is higher than the extrinsic motivation. So it can be concluded that microteaching activities have succeeded in growing future teachers' teaching motivation, especially on intrinsic motivation. The desire to succeed, the encouragement and need in teaching, as well as the hopes and aspirations for the future are the driving force behind teaching motivation for future teacher students at the State University of Malang.

I. INTRODUCTION

The teacher is the main foundation for implementing successful learning in delivering students to achieve their goals and aspirations. As an educator, the teacher has an important role and responsibility to bring students to a certain level of maturity and developmental stage. Thus, the teacher in learning does not only function as a channel of knowledge but also transfers positive values that will equip students to live in society.

All of these objectives are in the process of teaching and learning every day at school. In order to achieve learning achievement in the three aspects of assessment, learning must be meaningful. The meaning of learning for teachers and students cannot be separated from the teacher's role as a motivator. How teachers are passionate about teaching, create a

pleasant classroom atmosphere, and have smart strategies for overcoming their students' learning difficulties.

Apart from having to have basic teaching skills, a teacher is also required to have self-motivation in teaching. Increasing motivation in teaching will not only complement teaching procedures but will also be a factor that determines more effective learning. This is what makes the principle of motivation very essential in the teaching and learning process in schools [1]. Budiman in his research stated that teacher teaching motivation has a significant effect on student learning outcomes [2]. Teachers who show seriousness in teaching certainly have an impact on the final results of students. Because motivated teachers will be eager to always plan, implement, and evaluate the teaching and learning process.

One of the efforts to train teaching abilities and skills for student teacher candidates is through micro-learning practice activities or what is called microteaching. One of the functions

of microteaching is to improve the performance of future teachers in learning activities through teaching skills training. This step is also an effort to increase the teaching motivation future teacher students in educational campuses, especially the State University of Malang.

For student teacher candidates, microteaching is an important thing that can teach students how to hone 8 basic teaching skills, namely skills to open and close lessons, skills to ask questions, skills to give reinforcement, skills to explain, skills to hold variations, skills to manage classes, skills to guide discussions, and small group or individual teaching skills. In fact, in the current era of digitalization, the skills that must be mastered by a teacher are increasing, namely skills in mastering learning models and media.

Through microteaching, teachers can practice creative, innovative and meaningful learning because teaching does not only focus on achieving its goals but also understanding the process. The teacher's activities during teaching are also recorded and will receive feedback, so that the teacher knows the strengths and weaknesses of his teaching. Seeing the importance of cultivating teaching motivation for student teacher candidates, students must be able to make the best use of microteaching activities at school.

However, based on the results of interviews with several student teacher candidates who will carry out PPL at school, they feel less enthusiastic and less motivated as shown by an indifferent attitude. They admit that they are less swift in managing learning in class. Some of them even did not understand what things had to be prepared before teaching at school. They also admit that it is difficult to choose a learning model that fits the characteristics of the learning environment, students, and subjects. Classroom management difficulties are also felt when directly involved in teaching.

Even though all of these points are important for student teacher candidates to prepare themselves to become professional teachers. One of the efforts to upgrade the spirit of teaching is to first grow their motivation in teaching. Because the high motivation of a teacher in teaching certainly affects the quality of student learning outcomes [2]. If the intrinsic and extrinsic motivation of future teacher students has grown, it is hoped that the problems can be resolved and make teaching and learning activities in the classroom something interesting, uplifting, and fun.

The research aims to measure the level of teaching motivation student teachers who have implemented microteaching in terms of 2 indicators, namely intrinsic and extrinsic motivation.

II. METHOD

Study it uses quantitative and descriptive methods. This research is quantitative descriptive. The measured motivation indicators are intrinsic motivation and extrinsic motivation. The indicators and sub-indicators measured in the study are shown in Table 1.

The subjects of this study were 142 future teacher students at State University of Malang who were participating in PPL activities at school and had implemented microteaching. The

research subjects came from 8 faculties at State University of Malang. Determination of research subjects is done by random sampling or random.

The research instrument uses a closed questionnaire that has been tested for validity and reliability. The data were confirmed to be normal before being analyzed using descriptive statistics and determining the motivational categories.

III. RESULT AND DISCUSSION

The results of the descriptive analysis, the level of teaching motivation future teachers are shown in Figure 1. Based on Figure 1, Most student teacher candidates have moderate levels of motivation, which is 61%, high motivation is 23%, and low motivation is 16%.

The principle of teaching motivation is encouragement from within and from outside a teacher to carry out an optimal teaching and learning process until the learning objectives are achieved optimally [3]. A teacher's teaching motivation is realized through a professional attitude in order to develop self-quality and performance.

Students' teaching motivation grows when they carry out microteaching, because in this activity, future teacher students are given the opportunity to get to know and experience learning directly. Microteaching is a teaching practice that helps future teachers acquire basic teaching skills [4]. Microteaching is a teacher training method currently practiced around the world that provides teachers with the opportunity to improve their teaching skills by improving a variety of simple tasks called teaching skills.

The main purpose of micro-teaching is to enable future teachers to apply the knowledge and teaching skills learned in micro-teaching classes so that they can face various problems in the process of practical teaching and learning in the classroom, so that they can develop excellent teaching skills. To equip them with basic teaching skills [5].

TABLE I. INDICATOR OF TEACHIG MOTIVATION

No.	Indicator	Sub-Indicator
1	Intrinsic motivation	Desire to succed Teaching impulse Future ambition
2	Extrinsic motivation	Appreciation Interesting activity Conducive environment

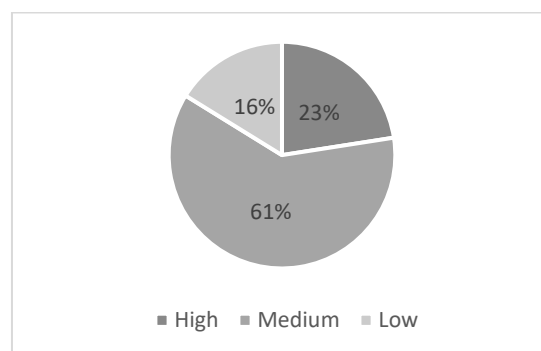


Fig. 1. Level of Teaching Motivation

A teacher who has high teaching motivation will be loyal to his job and able to make decisions quickly and accurately [6]. For teachers who have high intrinsic motivation will have self-efficacy and continue to try to develop their potential without any coercion [7], and have high hopes and optimism [8]. For student teacher candidates it is very important to cultivate intrinsic motivation within themselves until they are ready to become real teachers. Because someone who has decided to dedicate his whole life as a teacher must be able to maintain his teaching motivation.

A teacher with more than 10 years of teaching experience will increase his intrinsic motivation along with improving his teaching facilities [9]. In addition to intrinsic motivation, it is also important for teachers to have extrinsic motivation.

Teaching and guiding students can be motivational, as well as demotivating or exhausting for an educator [10]. Therefore, in addition to intrinsic motivation, an educator also needs supplements that can build and increase motivation, namely factors that come from outside himself (extrinsic motivation). Because teaching motivation is relevant to Maslow's theory of needs. Someone with high motivation will be able to meet social needs, the need for appreciation, and the need for self-actualization [11].

Comparison of the percentage of intrinsic and extrinsic teaching motivation of future teacher students can be seen in Figure 2.

Growing motivation for future teachers is a must as a form of effort to become a professional teacher. The motivation of an educator in teaching is one of the important things because it relates to the effectiveness of learning and the motivation of students in participating in learning [12].

Figure 2 shows that students' intrinsic motivation is higher than their extrinsic motivation. Intrinsic motivation functions as a main cog for someone to want to act according to their instincts in a positive direction. The functioning of intrinsic motivation does not require a stimulus from outside the individual because the urge to do something has grown from himself.

Wilkesmann's research on teaching motivation which was identified by gender and age found the fact that intrinsic motivation was a very strong predictor of teaching motivation compared to other predictors [13]. Another study explains that microteaching helps facilitate a real-time classroom experience with a proven track record of success for beginners and seniors. Microteaching core competencies such as presentation and reinforcement skills help trainee teachers learn teaching techniques easily and to the fullest [14].

The higher a teacher's knowledge of teaching competence is considered to have a significant effect on the level of the teacher's intrinsic teaching motivation. In other words, intrinsic motivation is the highest representation of the quality of a teacher's internalization in teaching [15]. So it can be concluded that, intrinsic motivation that comes from individuals is the most important trigger for indicators of teacher teaching motivation. Comparison of the level of intrinsic motivation of students in teaching is presented in Figure 3.

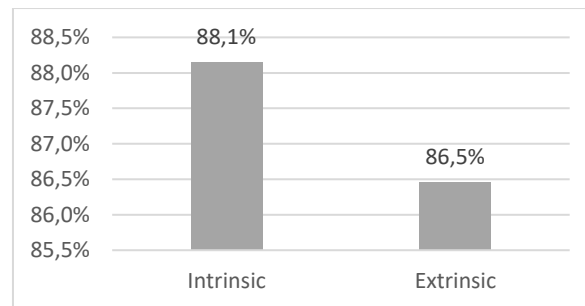


Fig. 2. Comparison between Intrinsic and Extrinsic Teaching Motivation

The main purpose of a teacher, of course, is to teach, in addition to guiding, and carrying out other tasks. So, someone who decides to become a teacher must love to teach. Most teachers claim to be happy when they learn about the fact that their students become smart after they teach and this is a source of motivation for teachers. The cycle will continue to spin like that as a symbiotic relationship of mutualism between teachers and students. A teacher who does not have a love for teaching will usually experience confusion, get into trouble, and find it difficult to succeed in the future. From this it can be concluded that having an urge to teach, loving teaching activities is one of the most important intrinsic motivations [9].

Someone who has high self-confidence will bring up motivation which is shown by being optimistic, diligent, responsible and able to carry out something that is in accordance with the desired goals [16].

When a teacher has intrinsic motivation in teaching, they will try to do their best in their work. When they are successful in teaching, there is a sense of pride and happiness. It is this desire to succeed that encourages teachers to work professionally in order to achieve self-satisfaction and this has a positive effect on increasing motivation.

Student teacher candidates who have intrinsic motivation will consciously carry out teaching activities voluntarily and enthusiastically without any coercion from anyone. A person with good intrinsic motivation sometimes does not need motivation from outside himself because he believes the positive desire to progress and develop will be beneficial for his future.

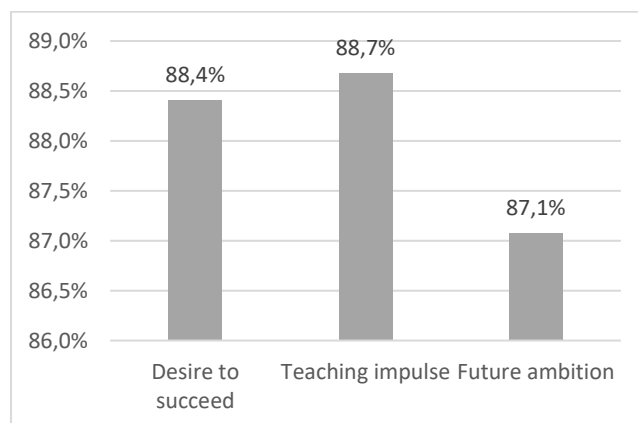


Fig. 3. Intrinsic Motivation in Teaching

Student teacher candidates as mature individuals should be able to direct their own qualities in a balanced way so that they are ready to enter the world of work. Of course, for students who have not developed intrinsic motivation, they must have efforts to growing teaching motivation, both from within and outside (extrinsic). Comparison of the level of extrinsic motivation of students in teaching is presented in Figure 4.

Humans as social beings cannot be separated from the need to be noticed and reap praise. Something humane, especially for someone who has tried his best to complete his work, then when he succeeds he will have great hopes of getting appreciation from around him. Teachers are no exception, awards are deemed necessary to arouse enthusiasm and teaching motivation. The appreciation in teaching that is given both from other teachers and from students becomes a separate trigger for the teacher.

In accordance with Maslow's theory of motivation, states that human needs are arranged in a hierarchy, the lowest is physiological needs and the highest is self-actualization, while the need for self-esteem is part of this hierarchy.

The need for self-esteem is defined as the need to achieve self-confidence, achievement, competence, knowledge, freedom and independence from other things [17]. The existence of appreciation in teaching motivates teachers to work diligently so that their performance is recognized by those around them so that they can also receive administrative awards.

Herzberg explained that there are two groups of work motivation factors, one of which is appreciation or recognition. Positive recognition is in the form of praise when someone achieves certain success or is able to complete his work beyond what he is capable of [18]. For this reason, a teacher also needs to cultivate his extrinsic motivation. Ralph in his research explained that microteaching for novice teachers is useful as an effective pedagogical tool which can improve their teaching competence and confidence [19]. A key strength of microteaching is to provide a supportive environment in which future teachers can practice teaching skills in manageable units, receive feedback on their performance, reflect on that feedback, and use that information to improve teaching.

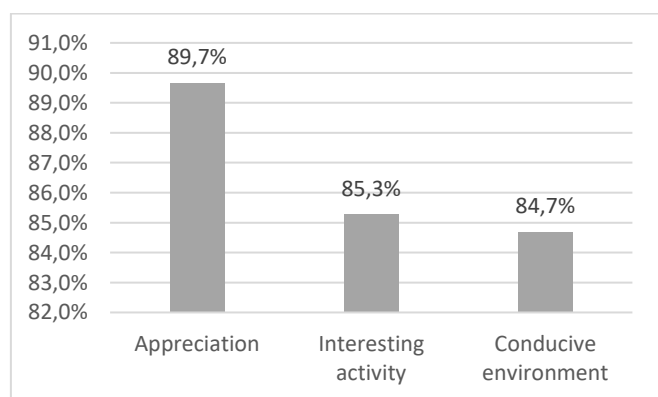


Fig. 4. Extrinsic Motivation in Teaching

In addition to providing real teaching experience, students can learn to find problems to determine the best way to teach. So that students will be ready to teach and love their teaching activities. If they already have understanding, are comfortable, and love their work, motivation will continue to grow and be well maintained.

IV. CONCLUSIONS

Based on the results of the analysis and discussion, it can be concluded that: (1) the motivation level of student teacher candidates is mostly in the medium category, (2) the intrinsic motivation of student teacher candidates in teaching is higher than their extrinsic motivation, (3) the highest indicator of intrinsic motivation is encouragement and need to teach while the highest indicator of extrinsic motivation is appreciation in teaching, (3) microteaching activities can help growing teaching motivation future teacher students at State University of Malang. Based on the results of the research that has been carried out, the following suggestions are obtained: student teacher candidates must be well aware that basic teaching skills must be possessed by them. Thus, they must be more serious in participating in microteaching activities so that they can maximize their teaching skills which is in line with increasing their teaching motivation.

References

- [1] O. Hamalik, "Proses Belajar Mengajar [Teaching and learning process]," *Bandung Bumi Aksara*, 2011.
- [2] F. Budiman and A. Irianto, "Pengaruh Motivasi Mengajar Guru dan Keterampilan Mengajar Guru terhadap Hasil Belajar Siswa SMA Negeri di Kota Bukittinggi," *J. Kaji. Pendidik. Ekon.*, vol. 2, no. 2, 2015.
- [3] H. Hajarrah, M. S. Ali, and R. Rusyadi, "Hubungan Motivasi Mengajar dan Supervisi Akademik Pengawas Sekolah dengan Kinerja Guru SMA Negeri Kabupaten Bantaeng," *UNIVERSITAS NEGERI MAKASSAR*, 2018.
- [4] M. Apling and S. Haryani, "The analysis of microteaching in improving teaching skill of pre-service physics teachers," *J. Innov. Sci. Educ.*, vol. 8, no. 3, pp. 344–348, 2019.
- [5] H. Paggara, M. Irfan, and A. Syawaluddin, "Effectiveness Of Micro Teaching Learning On Teaching Basic Skills: Do The Facilities Matter?," *Int. J. Sci. Technol. Res.*, vol. 9, no. 3, pp. 4714–4719, 2020.
- [6] K. W. Remijan, "Improving teacher motivation in secondary schools with hybrid positions," *Am. Second. Educ.*, pp. 30–38, 2014.
- [7] F. Gün and T. Turabik, "The effects of possible selves of teacher candidates on their teaching motivation," *Cumhur. Int. J. Educ.*, vol. 8, no. 1, pp. 214–324, 2019.
- [8] D. F. Kauffman, M. Y. Soylu, and D. U. K. E. Bryan, "Validation of the motivation to teach scale," *Hacettepe Üniversitesi Eğitim Fakültesi Derg.*, vol. 40, no. 40, pp. 279–290, 2011.
- [9] S. Uğraş and G. Özen, "Examining Teaching Motivations of Physical Education Teachers," *Int. J. Educ. Technol. Sci. Res.*, vol. 4, no. 10, pp. 497–512, 2019.
- [10] Z. Kızıltepe, "Motivation and demotivation of university teachers," *Teach. Teach.*, vol. 14, no. 5–6, pp. 515–530, 2008.
- [11] C. E. Mamahit, "Analysis To the Influence of Time Management and Teaching Motivation on Lecturer'S Performance," *J. MANAJERIAL*, vol. 18, no. 1, pp. 1–12, 2019.
- [12] J. Han and H. Yin, "Teacher motivation: Definition, research development and implications for teachers," *Cogent Educ.*, vol. 3, no. 1, p. 1217819, 2016.
- [13] U. Wilkesmann and S. Lauer, "The influence of teaching motivation and New Public Management on academic teaching," *Stud. High. Educ.*, vol. 45, no. 2, pp. 434–451, 2020.

- [14] A. Remesh, "Microteaching, an efficient technique for learning effective teaching," *J. Res. Med. Sci. Off. J. Isfahan Univ. Med. Sci.*, vol. 18, no. 2, p. 158, 2013.
- [15] U. Wilkesmann and C. Schmid, "Intrinsic and internalized modes of teaching motivation," in *Evidence-based HRM: a global forum for empirical scholarship*, 2014, vol. 2, no. 1, pp. 6–27.
- [16] D. U. Soraya, "Growing Motivation Learning of Matrix Through Peer Tutoring Learning," in *1st International Conference on Vocational Education And Training (ICOVET 2017)*, 2017, pp. 133–137.
- [17] R. J. Taormina and J. H. Gao, "Maslow and the motivation hierarchy: Measuring satisfaction of the needs," *Am. J. Psychol.*, vol. 126, no. 2, pp. 155–177, 2013.
- [18] M. Alshmemri, L. Shahwan-Akl, and P. Maude, "Herzberg's two-factor theory," *Life Sci. J.*, vol. 14, no. 5, pp. 12–16, 2017.
- [19] E. G. Ralph, "The effectiveness of microteaching: Five years' findings," *Int. J. Humanit. Soc. Sci. Educ.*, vol. 1, no. 7, pp. 17–28, 2014.