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تدريب معلمي اللغة العربية أثناء الخدمة



2024

تدريب معلمي اللغة العربية أثناء الخدمة

إشراف وتحرير

الدكتورة زاليكا بنت آدم

تدريب معلمي اللغة العربية أثناء الخدمة In service training for Arabic language teachers

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إشراف وتحرير
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مقدمة الكتاب

يتطرق هذا الكتاب إلى قضايا تدريب معلمي اللغة العربية أثناء الخدمة، وقد شارك في كتابته نخبة من الأساتذة والباحثين من بلدان مختلفة: ماليزيا، وبروناي دار السلام، وإندونيسيا، وكوريا الجنوبية، ولبنان، والجزائر، حيث كتبوا حول طرق التدريس والمناهج والاستراتيجيات الحديثة في تعليم وتعلم اللغة العربية للناطقين بغيرها.

وقد أشارت **زاليكا بنت آدم** من جامعة العلوم الإسلامية الماليزية إلى الطرق المستخدمة لدى المدرسين للوصول إلى أهداف التدريس مثل التعلم على حلّ المشكلات، والنقد الفكري، والتعلم الذاتي، فالمدرس المبدع يستطيع أن يسيطر على فصله ويُفهم طلابه فهمًا جيدًا ومبدعًا.

وتناولت **سوي يان مي** من كلية اللغات والاتصال بجامعة السلطان إدريس التربوية ماليزيا، و**سوي يان جو** من كلية اللغات الرئيسة بجامعة العلوم الإسلامية الماليزية؛ فعالية استخدام "ويتشات" كوسيلة تقنية ابتكارية في تعليم اللغة العربية لدى المسلمين الصينيين، ووضّحتا في مقالتهما أن الأسلوب المعتمد في التعليم والتعلم في عصرنا الحديث قد تغير من التعليم والتعلم وجهاً لوجه إلى التعليم والتعلم عبر التكنولوجيا.

وكتبت **سيتي سارا بنت الحاج أحمد** من جامعة السلطان الشريف علي الإسلامية- بروناي دار السلام، و**أحمد ياني بن إمام صباري** من سلطنة بروناي دار السلام؛ عن فعالية محتوى منهج تعليم اللغة العربية في عالم الملايو من أجل مواجهة التحديات المعاصرة: الصف السابع من المدارس العربية في بروناي دار السلام نموذجاً، ويهدف هذا البحث إلى التعرف على مدى فعالية محتوى منهج تعليم اللغة العربية (المقررات الدراسية).

وعالجت **زاليكا بنت آدم ورقية بنت عديم بن جمعة الفورية**؛ قضايا تدريب معلمي اللغة العربية أثناء الخدمة في ماليزيا وسلطنة عمان عبر الثورة الصناعية 4؛ حيث يتناول التدريب سلوك الفرد من الناحية المهنية أو الوظيفية، مما يجعله يسلك أسلوباً مختلفاً في أداء عمله.

ووضّحت هنا علي من الجامعة الإسلامية ببيروت لبنان ومديرة إدارة التدريب بالمركز الديمقراطي العربي ببرلين ألمانيا؛ أثر تدريب معلم اللغة العربية أثناء الخدمة في دافعية التعلّم والتعليم، فالمعلم الذي لديه دوافع وسلوكيات موجهة نحو الهدف، يأخذ المبادرة، ويظهر المرونة، ويسخر فضوله للمعرفة والاكتشاف، ويهتم بعمله بإتقان، وكلّها مؤشرات يسعى التدريب لمعلم اللغة العربية أثناء الخدمة إلى تحقيقها، ويجعل من المعلم الفاعل يحضّر بنفسه لرحلة تعليم وتعلم مستدامة خاصة به وينماز بأدائه ودوافعه عن غيره.

وتطرقت أُمّي حنيفّة من قسم اللغة العربية والتربية بجامعة أوين سونن أمبيل سورابايا إندونيسيا؛ إلى تطبيق التأمل الذاتي في التدريس المصغّر لتحسين جودة التدريس لمعلمي اللغة العربية قبل الخدمة، وأشارت إلى أن التعليم الجيد يعد جزءاً أساسياً من التنمية المستدامة للبلد. والمعلمون هم المتحكمون الذين يحددون حقاً جودة الموارد البشرية في بلد ما.

وفي أفق التمكين بسطا القول محمد الفاروق عايب من مركز البحث في العلوم الإسلامية والحضارة بالأغواط الجزائر، ومولود آيت عيسى من جامعة سطيف 2 الجزائر؛ أهمية الاستثمار في علم "التعليمية" لتطوير وترقية استعمال اللغة، فهذا الحقل المتطور والمتجدد باستمرار والذي يهتم بكلّ جوانب العملية التعليمية ومركّباتها من متعلمين ومعلمين ومواد تعليمية وإمكانات وإجراءات وطرائق أنتجت الخبرة العلمية والتعليمية؛ يمثل أرضاً خصبة لتدريب معلمي اللغات عامة واللغة العربية خاصة أثناء الخدمة، وذلك بالنظر للمعارف العلمية التي يقدمها للعملية التربوية والتعليمية في آن واحد والتي يمكن استثمارها في اكتساب المعارف وتبليغها، ومعالجة المحتويات الدراسية وبناءها البناء المنهجي المناسب حسب ما يقتضيه نظام التعلم والتعليم.

إنّ هذا الكتاب مفيد للأساتذة والباحثين والطلبة في اللغة العربية ولغات أخرى، ويساعدهم على التعليم والتعلم في ضوء التحديات العلمية والتعليمية المعاصرة.

المشرفة والمحرة

د. زاليكا بنت آدم

Implementation of Self Reflection in Microteaching to Improve the Teaching Quality of Pre-Service Arabic Teachers

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A. Introduction

Quality education is an essential part of a country's sustainable development (Aulia & Asbari, 2024). One of the causes of the good and bad quality of education in a country is the quality of teachers. Teachers as controllers who really determine the quality of human resources in a country. Creating a quality education system and practice is an absolute prerequisite for the existence of qualified teachers (Nurfuadi, 2023). Teachers are at the forefront of education and have a very important role in educating the nation's children. Quality teachers will provide quality education and quality students (Hasanah et al., 2020; Noor, 2020). Therefore, efforts to improve the quality of teachers are absolute and undeniable. If there is no effort to improve the quality of teachers, the quality of education will not be realized.

In the world of education, teachers are one of the most important parts because the real spirit of education lies on the shoulders of teachers. In fact, whether the education is good or bad, successful or not is basically in the hands of the teacher. Because the character of the teacher has a strategic role in shaping students to be smart, intelligent, moral, skilled and competent (Lisdiyana, 2023). Therefore, teachers must have adequate skills and abilities. The most important factor in improving the quality of education and student success is teacher professionalism (Hafinda, 2022).

The professionalism of a teacher can be seen from two points of view, namely the level of education achieved and the teacher's mastery of the subject, classroom management and management of the learning process (Hafinda, 2021). To organize a good and quality learning process, a teacher must have four basic competencies, namely personality competence, social competence, pedagogical competence, and professional competence. The four competencies must be mastered by a teacher (Hafinda, 2022). All Pre-service teachers who take part in teacher education programs in universities are equipped with these four skills so that they can be applied in the real world of education after graduation. Mastery of these four competencies can be characterized by the ability to apply different learning models, different learning strategies, diverse learning methods and learning multimedia in accordance with the development of the modern world.

In addition to mastering the four core competencies mentioned above, it is necessary to pay attention to optimizing learning to achieve learning objectives. One of the key factors in optimizing learning is self-monitoring of learning or self reflection. Self-Reflection is a process where teachers analyze what has been taught in the classroom and consider whether something can be done to improve or enhance the quality of learning so that learning outcomes are maximized (Dollah & Korompot, 2022). A good teacher is one who reflects on his or her experiences and self-reflects by constantly observing and criticizing himself or herself. (Kundu & Bej, 2022). Self-reflection activities can help and facilitate teachers to improve the quality of learning (Nugraha et al., 2020). This is because self-reflection not only evaluates what has happened in the learning process in the classroom, but also provides ideas and insights on how to improve the quality of learning.

Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel is one of the faculties of education that has a vision to become a faculty of Tarbiyah and education. superior and competitive teachers according to international standards (UINSA, 2020). Meanwhile, Department of Arabic Language Education at Faculty

of Tarbiyah and Teacher Training UIN Sunan Ampel is an education study program that has a mission to form professional Pre-Service Arabic Teachers (UINSA, 2020). One of the expertise courses that support the realization of the readiness and ability of prospective Arabic language teacher students in carrying out quality learning practices is the Microteaching course (*Ta'lim al-Mushaghghar*).

Based on the explanation of the problems above, the researcher who is one of the lecturers of the Microteaching course in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel is interested in discussing the topic "Implementation of Self Reflection in Microteaching to Improve the Teaching Quality of Pre-Service Arabic Teachers at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel". Several studies related to teachers' and Pre-Service' reflections on learning in general subjects such as mathematics, Indonesian language, English have been conducted by several researchers, including: Ganeva (2003). Korthagen (2022), Ulvik (2022), Jatmiko (2022), Nugraha (2020), Dollah (2022), and others. Whereas in this research study, the author discusses the self-reflection of prospective Arabic language teacher students, which is different from other subjects. This study seeks to reveal the implementation of self-reflection of prospective Arabic teachers in Microteaching courses and its relationship in improving the quality of teaching of Pre-Service Arabic Teachers at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel. In addition, this study also explores what problems are faced by prospective Arabic teachers at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel in implementing self-reflection in Microteaching lectures and their solutions.

B. Literature Review

1. General concepts related to Self-Reflection

Self-reflection is part of John Dewey's theory of reflective thinking. Based on historical documents, the theory of reflective

thinking is part of the research method proposed by John Dewey. According to Dewey, reflective thinking or reflecting mindfully on "done" and "passed" experiences will create habits that enhance self-development that includes emotional and intellectual, basic sensitivities, ways of dealing with and responding to all conditions experienced in life. In this context, the term reflection refers to an effort to think deeply about what has been done.

The characteristics of reflective thinking according to Boody, Hamilton and Schon are: a) Reflection is a process of retrospective analysis or memory, or also called self-evaluation ability. b) Reflection as a process of solving problems in learning and learning. c) Critical self-reflection with continuous self-improvement and development. Critical reflection can be thought of as the process of analyzing, reviewing and questioning experiences in the context of a broader issue. d) Reflection on self-belief and success. Confidence is more effective than knowledge in influencing a person when solving tasks and problems.

Meanwhile, Bailey's reflection learning cited by Kaspalova, is a process of introspection and retrospection that focuses primarily on the teacher's actions and thoughts before, during and after learning. One of the experts who introduced reflective learning practice is Donald Schon. Schon developed a theory of reflective learning practice that began with his interest in John Dewey's theory of "reflective thinking".

Reflection on learning is done to improve the quality of learning. Therefore, one of the efforts that teachers must make to improve the quality of learning is to conduct self-reflection at each learning meeting. Because self-reflection is a teacher's effort to recognize his strengths and weaknesses related to his work or duties as a teacher, so that he can understand his position in the range of competency and professional development. Self-reflection carried out by teachers must become a routine and periodic activity in order to improve their capacity and professionalism in learning. Self-reflection describes the activity of thinking about oneself. It means

analyzing and questioning one's own thoughts, feelings, and actions to know more about oneself. Self-reflection is the ability to look at oneself objectively, unbiased from the outside; to evaluate one's positive and negative aspects in order to develop oneself." In addition, the process of self-reflection will help teachers evaluate both the positive and negative aspects of their work on a regular basis.

Self-reflection is important because it is a process that helps teachers collect, record and analyze everything that happens in learning. This allows teachers to move from experiencing to understanding. Teacher reflection is important because it is a process that helps teachers collect, record and analyze everything that happens in the classroom. This allows teachers to move from experiencing to understanding. If they do not question the meaning of their experiences and do not actively think about them, research shows that they do not make changes and therefore do not progress.

The practice of self-reflection in teaching is one of the most important sources of teacher professional development and improvement. Self-reflection is the basis for improving teachers' learning and is also an effective learning tool. An effective teacher is one who understands that no matter how good a lesson is, its practice can always be improved and always reflects. In various studies in the field of education, tools such as portfolios (Farahian et al., 2021), e-portfolios (Slepcevic-Zach & Stock, 2018), and collaborative videos (Kerkhoff, 2020) have been used as tools for self-reflection.

2. Microteaching

Microteaching or *Ta'lim al-Mushaghghar* is a practice that emphasizes the readiness of teachers and prospective teachers to become teachers who are ready to carry out their profession and become lifelong learners by creating theoretical-practical relationships, observe the latest developments and integrate them into microteaching. Microteaching was first introduced at Stanford University in 1963 to provide hands-on experience, practice, study

the effects of teaching under controlled conditions, and used as an in-service training tool for experienced teachers. The main purpose of microlearning is to improve the teaching ability of teachers and prospective teachers. Several international studies have shown that the application of microteaching is effective in training teachers and prospective teachers in their teaching skills. Among them are studies by Crichton et al., Erdemir & Yeşilçınar, Karakaş & Yükselir, Maguire, and others (Dursun et al., 2023; Saban & Çoklar, 2013).

Microteaching is a limited implementation system that allows student teachers to focus on specific teaching behaviors. Pre-service teachers who develop lesson plans based on the results of teaching and learning of their peers for 10-20 minutes (McLeskey et al., 2023). After the student teachers have practiced teaching, they then do self-reflection and get peer assessment. Microteaching encourages the development of pedagogical skills of teachers and teacher candidates with a "teach, criticize, and teach again" model. Other researchers have given their views on microteaching. Among them: Kroeger et al., stated that the microteaching process consists of four stages: a) planning, b) implementation, c) individual reflection, and d) collaborative assessment. (Kroeger et al., 2022; Dursun et al., 2023).

Microteaching or *Ta'lim al-Mushaghghar* courses cannot be separated from the structure of the curriculum at the faculty of teacher education. Microteaching courses are organized to ensure prospective student teachers have good teaching skills, namely the ability to prepare, guide and develop the quality of teachers so as to achieve pedagogical, social, personal and professional competency standards and be able to adapt to the technological era (Natunnisa, 2017; Subroto, 2019).

Ta'lim al-Musaghghar or Microteaching in the Arabic Language Education Study Program, Faculty of Tarbiyah and Keguruan UIN Sunan Ampel Surabaya is an activity to apply various educational theories through guided and integrated teaching

practice in order to form professional Arabic language teachers. *Ta'lim al-Musaghghar* or Microteaching is a stage of teaching practice in small groups in front of one's own friends, and or several students who are presented for this purpose. *Ta'lim al-Musaghghar* or Microteaching is one of the pre-requisite courses to take part in School Field Practices (PLP) in the following semester (Surabaya, 2020).

3. Teacher Teaching Quality or quality learning

Learning is an integral part of learning. A good or quality learning process determines the achievement of educational goals (Siregar et al., 2021). Based on the results of research by Marilyn Cochran-Smith from Boston College in 2003, that the definition of quality teaching or quality learning is designs learning activities that engage students and is able to implement teaching strategies, is passionate, caring, has in-depth knowledge of the subject and is able to develop interesting and accessible materials (Cochran-Smith, 2003). This is in line with Permendikbud no 65 of 2013, that quality learning is a learning process that is interactive, inspiring, fun, challenging, encourages students to participate actively and provides sufficient space for initiative, creativity and independence of skills, interests, and physical and psychological development of students (Ilhami & Syahrani, 2021).

Teaching quality is a quality and effective teaching and learning process carried out by teachers to achieve teaching objectives (Aini et al., 2018). To achieve learning objectives, quality learning is needed, namely to achieve optimal results, teachers also optimally utilize the components of the learning process. The quality of learning can thus be improved by improving learning and improving student learning outcomes (Erwinsyah, 2017).

To create qualified learners, teachers must master 4 skills. The four competencies that teachers must have to improve their quality are pedagogical, professional, social and personal skills. Teachers must be serious and skillful in mastering these four competencies

so that educational goals are achieved (Wulandari, 2021). To be a highly qualified teacher, he or she must possess essential professional qualities, including professional expertise in the context of learning (Husenko et al., 2020). In this case, the measure of the high quality of teachers is their professionalism at work. Professionalism can be seen from the four competencies they have, namely pedagogical competence, professional competence, social competence, and personality competence. Muhibbin (2003) states that "a qualified teacher is a competent teacher who can fulfill his/her responsibilities responsibly and appropriately" (Tute et al., 2020).

4. Pre-Service Arabic Teachers

All experts agree that teachers are at the heart of education and learning (Hanifah et al., 2022; Cai & Hwang, 2020; Eliza et al., 2022). Teachers play a very important role in improving the level of education. Quality education requires quality teachers. To get qualified teachers, you can start by recruiting teachers by paying full attention to their educational history and teaching qualifications (Ulfatun, 2021). This is because it is not enough for classroom teachers to master the subject, they must also have the ability to master all elements of learning, starting from students, subjects, environment and learning resources, as well as learning strategies, as well as learning and assessment methods to make learning more effective and efficient (Huda, 2022).

Meanwhile, every student who takes an education program at the Education Personnel Education Institution is a prospective teacher student (Abdullah, 2015; Huda, 2022). While the prospective Arabic language teacher students referred to in this study are students in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya.

5. Faculty of Tarbiyah and Teacher Training

Faculty of Tarbiyah and Teacher Training ialah faculty under the auspices of UIN Sunan Ampel in the city of Surabaya. Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya has several study programs, including Department of Arabic Language Education or PBA which has the task of producing professional Arabic language teacher candidates.

Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel is a training program that has a vision to produce professional Arabic language teacher candidates. One of the practical skills that must be mastered by students of Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel is microteaching (Ampel, 2021). The weight of this course is 2 credits. Microteaching is a prerequisite for PLP 2 (internship).

C. Research methods

1. Type of research

This research is a type of descriptive qualitative research whose data is in the form of descriptive, namely written and oral data that comes from various informants or sources and from some observed behaviors (Moleong, 2019). The descriptive qualitative research method focuses on observation and the natural atmosphere or natural environment or natural setting. In the process, the researcher goes directly to the field and takes the position of an observer. The researcher makes categories of behavior, observes symptoms, and records them in an observation book (the instrument is an observation guideline)" (Wiksana, 2017). In contrast to quantitative research, in this research the researcher participates (enters) in the event (condition) under study. Therefore, the results of qualitative research require in-depth analysis from the researcher (Ramdhan, 2021).

The research method that will be used in this research is descriptive-analytical method. Namely, the research method used

systematically and practically in revealing all things that are closely related to the subject matter in a study. Furthermore, from some of the data that has been compiled, it will be processed and compiled systematically using appropriate writing techniques, and then analyzed (Nawawi, 2015). Descriptive methods are often also called analytical descriptive methods. While the connection with this research design is that the analytical descriptive method is used to explain the objective conditions related to the implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel and what problems are faced by prospective Arabic language teacher students in the implementation of self-reflection, then critically analyzed.

2. Data types and data sources

Types of data in research include:

a. Types of data related to how the implementation of self-reflection in Microteaching to improve teaching quality Pre-Service Arabic Teachers Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel.

b. Types of data regarding what problems are faced by prospective Arabic language teachers at the Faculty of Tarbiyah and Keguruan UIN Sunan Ampel in the implementation of self-reflection in Microteaching to improve the quality of teaching Pre-Service Arabic Teachers in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel and the solutions.

To obtain some related data, this research requires data sources. These data sources are:

a). Literature data sources, are data sources consisting of books and working papers related to the problems that are the subject of research studies. Literature data sources in this study are: Microteaching Handbook of the Faculty of Tarbiyah and Teacher

Training UIN Sunan Ampel, Syllabus of Arabic Microteaching course (*Ta'lim al-Mushaghghar*), RPS of Arabic Microteaching course, and other documents related to the study material of this research.

b) Empirical data sources, are data sources obtained from the field through the research process. In the research to be carried out, empirical data sources are divided into two, namely:

1) Primary data sources are the first and main sources that will be the source of the main study material in this research. In this research plan, the primary data sources are lecturers who teach Arabic Microteaching and students of Pre-Service Arabic Teachers

at Semester VI (participants of Arabic Microteaching in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel.

2) Secondary data sources, which are sources of data supporting primary data which include the Head of the Laboratory of the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel and several documents related to this research. (Arifin, 2005). These documents include the 2013 Curriculum Learning Implementation Plan (RPP), the Independent Curriculum Teaching Module, and learning media used in teaching practices of Pre-Service Arabic Teachers, peer assessment results, self-reflection results, and videos of teaching practices of prospective Arabic language teachers, as information material related to the implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel.

3. Data collection techniques

To get all types of data from several data sources above, in this study the authors used several data collection techniques. Creswell states that there are three main techniques in data collection that can be used in descriptive-qualitative research, namely: participant

observer, in-depth interview, and document review (Creswell, 2021).

a. Observation, which is an observation technique as well as systematic recording of several observed phenomena (Sutrisno, 2004). In collecting data, researchers carried out the observation process as suggested by Creswell, namely participant observer. This observation technique is used to obtain data about the implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers at the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel and all matters related to the study of this research.

b. In-depth interview. In the in-depth interview technique, the target is the lecturer teaching the Arabic Microteaching course (*Ta'lim al-Mushaghghar*) and Pre-Service Arabic Teachers participating in the Arabic Microteaching course at the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel, This interview was used to collect data related to the design of the Arabic Microteaching course at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel and self-reflection methods and techniques in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers at the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel. This in-depth interview technique is also used to collect data related to the problems faced by Pre-Service Arabic Teachers in implementing self-reflection in Microteaching lectures at the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel.

c. Documentation, is a data search technique in the form of notes, transcripts, books, letters, magazines, agendas, minutes, inscriptions, and so on (Arikunto, 2010). The documents needed in this study are the Learning Implementation Plan (RPP) for the 2013 Curriculum, the Teaching Module for the Merdeka Curriculum, and the learning media used in the teaching practice of prospective Arabic language teachers, peer assessment results, self-reflection results, and videos of Pre-Service Arabic Teachers at the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel which have been

checked by lecturers and assessed by peers, Microteaching Guidelines, Syllabus and RPS of Arabic Microteaching (*Ta'lim al-Mushaghghar*) courses, lecture journals, attendance lists (student attendance lists), Learning Device Assessment Rubrics and teaching practices, coursework grades Pre-Service Arabic Teachers at the Faculty of Tarbiyah and Tarbiyah and Teacher Training UIN Sunan Ampel, and other documents related to the field of study of this research.

d. Triangulation, is an approach used in strengthening the validity and reliability of research results. Triangulation is a cross check of data by comparing facts from one source with other sources (Alfansyur & Mariyani, 2020), technique of checking the validity and validity of data by utilizing something else outside the data for the purpose of checking or comparing the data (Moeleong, 2002). Triangulation is carried out by implementing in-depth interview techniques, observation techniques, and documentation techniques. To achieve data validity, the author will do several things, namely:

1) double-checking and comparing data from observations with data from in-depth interviews

2) checking and comparing what a person says in public with what a person says in private

3) checking and comparing the results of in-depth interviews with the contents of related documents.

4. Data analysis technique

The data analysis technique in the research to be carried out uses descriptive-non-statistical techniques, which is a type of data analysis technique that is not in numerical form and data derived from observations, in-depth interviews, and also documentation carried out using deductive and inductive techniques. Inductive techniques are used starting from some specific facts related to the implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers at the Faculty of

Tarbiyah and Teacher Training UIN Sunan Ampel, The author also uses the deductive technique by drawing conclusions starting from some general facts to specific facts. The author also uses deductive techniques by drawing conclusions starting from some general facts to specific ones.

As for the analysis of data obtained from in-depth interviews, observations, and documentation, the author uses an interactive analysis model developed by Miles, Huberman, and Saldana, which includes several stages, namely: a. data collection stage, b. data condensation stage c. data presentation stage, d. interpretation stage, and e. conclusion drawing and verification stage (Miles & Huberman, 2020).

D. Research Results and Discussion

1. Implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers

To improve the quality and quality of competent graduate teacher students, Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel organizes a pre-service teacher training activity in the form of Microteaching activities. To implement the Microteaching lecture procedure, the Laboratory Team of Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel has compiled a guidebook that serves as a reference in the implementation and organization of Microteaching courses for all study programs within the Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel, including the Department of Arabic Language Education.

Microteaching lectures in the Department of Arabic Language Education generally aim to equip Pre-Service Arabic Teachers with four teacher competencies, namely personality competence, social competence, pedagogical competence, and professional competence. Microteaching activities in the Department of Arabic Language Education aim to equip Pre-Service Arabic Teachers with several educational theories and practice teaching practices with peers as students (peer teaching) (Huda, 2022).

Teaching practice activities with classmates through microteaching activities are very effective for preparing Pre-Service Arabic Teachers in implementing various educational theories that they have received in college, as well as a medium or means for prospective teacher students to exchange experiences and ideas related to good learning practices. The Microteaching Implementation Process is an activity that focuses on teaching practice which consists of the practice of preparing learning tools, learning practice exercises, and learning evaluation exercises. One form of activity in teaching practice is Self-Reflection.

Based on the results of observations of the implementation of Microteaching lectures for Pre-Service Arabic Teachers in the Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel. According to the results of this study, the practice of Microteaching lectures was carried out for 16 meetings. The steps for implementing Microteaching activities are as follows:

Activities at the first meeting of Microteaching are: Intro to the subject, lecture contract, explanation of the One Semester Lecture Plan (RPS): sequence of materials and tasks that must be done as a form of assessment of Arabic Microteaching lectures (Tim Laboratorium Fakultas Tarbiyah dan Keguruan UINSA, 2022).

Meanwhile, in meeting II Microteaching is dissecting the current curriculum regulations, namely the 2013 curriculum, emergency curriculum, and independent curriculum.

In the third meeting of Microteaching, students observed Arabic learning through learning videos played by Arabic teachers. Through the learning observation process, student teachers will gain experience and knowledge about learning and practice, and at the next stage they will be able to apply it in a teaching practice, namely peer teaching. (Hanifah, 2021)

Meeting IV Microteaching is Preparation (lesson plan) or the preparation stage, which is the preparation of peer teaching that will be carried out by practitioners consisting of: preparation of

Learning Implementation Plan (RPP) and its attachments consisting of: teaching materials, learning media and media manuals, student worksheets (LKPD) and assessment instruments.

Meeting V to XIV of Microteaching is Microteaching and Reflection. This activity is an exercise or teaching practice (rehearsal) carried out by students in the classroom. After practicing learning in accordance with the lesson plans that have been made. In the Microteaching and Reflection activities, prospective Arabic language teacher students conduct learning exercises 2 to 3 times (rounds). At the end of each teaching practice (rounds 1 and 2) student teachers are given an allocation of time to reflect on their teaching practice (Self-Reflection). Then the practitioners convey the results of self-reflection.

In Microteaching courses, reflective journals are used to activate the process of professional self-awareness of a student teacher during teaching practice. Because self-reflection has the potential to stimulate the self-awareness of a student teacher in a better way. Furthermore, the belief to start a change for the better for a student teacher will have an impact on improving their teaching competence (Rahman, 2014).

Self-reflection activities can help and facilitate teachers to improve the quality of learning (Nugraha et al., 2020). This is because self-reflection is not just about evaluating what happens in the classroom, but also offers ideas and insights to improve the quality of learning. As Mathew said, teacher self-reflection is not just about looking at what teachers have done in the classroom in the past, but also consciously paying attention to their own feelings, experiences, actions and reactions in the learning process (Mathew et al., 2017). Teachers who conduct self-reflection carefully and seriously will achieve quality and optimal learning outcomes. In contrast, teachers who do not self-reflect often fail to identify their teaching problems, lack the desire to progress, and are not interested in improving their professional teaching.

Given the importance of teacher self-reflection, prospective teachers who are successors and reformers as well as extensions of current teachers must also be equipped with skills in implementing

self-reflection in order to improve the quality and professionalism of their teaching in the future. This is because prospective teachers or teacher transformers are reformers or agents of transformation who have the potential to improve the quality of education in the future (Widodo, 2017; Titiana et al., 2019).

Higher Education Institutions, especially the Faculty of Education and Educational Personnel Education Institutions or LPTK, have a very important role in producing professional teacher candidates. LPTK must prepare their students to have reliable competencies in implementing quality learning. One of the strategies that must be taken is through Microteaching lectures which aim to train and form professional prospective teacher students (Epong P G et al., 2022). Meanwhile, the professionalism of teachers and prospective teachers can be seen in the four competencies they have, namely pedagogical, personal, social, and professional competencies (Indonesia, 2005).

2. Problems faced by Pre-Service Arabic Teachers in the implementation of self-reflection in Microteaching to improve teaching quality and its solutions

From the results of observations and interviews with lecturers and students of the Arabic Microteaching course in Department of Arabic Language Education at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel related to the problems faced by Pre-Service Arabic Teachers in implementing self-reflection are:

First, Pre-Service Arabic Teachers feel shy in expressing things that are not liked and not successful from the material taught. Second, they lack detail in recording things that are liked and not successful in teaching practice. Third, they have difficulty in determining or assessing the level of achievement of their teaching practice. Fourth, they are not sure in determining the Follow-Up Plan in accordance with the weaknesses or shortcomings in teaching practice.

The solutions to these problems are:

First, Pre-Service Arabic Teachers are not only asked to express orally but also asked to fill out a self-reflection form in writing according to the self-reflection instrument form. Second, Pre-Service Arabic Teachers are given an allocation of time directly after completing teaching practice so that they do not forget about the things that have been done in teaching practice. Third, the lecturer in charge of the Microteaching course provides a grid (indicator) of the success of teaching practice for Pre-Service Arabic Teachers, including: students' ability to answer teacher questions and students' activeness in responding to the teacher in the learning process. Fourth, Pre-Service Arabic Teachers are given the opportunity to discuss with peers and lecturers regarding the appropriate Follow-Up Plan.

Indicators are measures used to measure or assess something (Kristiyanti, 2012). Indicators of teacher success in teaching consist of various kinds. Starting from increasing student learning achievement, how teachers design learning activities, interact with students, to mastery of subject matter. According to some experts, other indicators of teacher success in teaching are: the teacher's ability to prepare lesson plans, teaching skills, changes in student behavior, the use of effective learning methods and in accordance with student learning styles (Nabila et al., 2017; Sanjaya, 2017).

E. Conclusion

Based on the exposure and discussion of the research results, the following conclusions can be drawn:

That the implementation of self-reflection in Microteaching to improve the teaching quality of Pre-Service Arabic Teachers at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel is carried out at the end of each teaching practice orally and in writing in the form of a reflective journal. This self-reflection is a series of teaching exercises to perfect and improve the quality of teaching practices of prospective Arabic language teachers.

The problems faced by prospective Arabic language teacher students at Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel in implementing self-reflection in Microteaching to improve teaching quality are: Practical students feel shy and awkward in expressing their weaknesses in teaching practice, they are less detailed in expressing things that have not been achieved in teaching practice, in addition they also find it difficult to determine their achievements in teaching practice, and they feel insecure in designing Follow-up Plans in accordance with their shortcomings in teaching practice. The solution to these problems is that practicing students are asked to conduct self-reflection in writing according to the self-reflection instrument form and are given the opportunity to discuss with peer students and lecturers teaching Microteaching courses related to the appropriate Follow-Up Plan.

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