

**TEACHER BEHAVIOR CONTINUUM IN MICROTEACHING
(CASE STUDY ON EARLY CHILDHOOD EDUCATION STUDENTS AT THE TEACHER
TRAINING AND EDUCATION FACULTY OF UNIVERSITAS MUHAMMADIYAH
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Abstract

Micro Teaching/MT is teaching in small scale; in terms of content, duration and participants. In MT course, students teacher practice their teaching skills. The students teacher of Early Childhood Education Department (ECED) perform their teaching skills in front of their peers on the materials for early childhood. Early childhood learning is through playing. When the children are playing, students teachers are not only delivering the materials, but also display Teacher Behavior Continuum (TBC). The aim of this research is to find out: 1) the sequence of the TBC used, 2) the most frequen question taxonomy used, and 3) the accuracy of TBC seen from the center that is practiced. This is a descriptive research. Subjects studied are 60 student teachers who are the participants of MT course. The data of TBC is obtained through observation. The data is analyzed by using interactive and quantitative analysis. The research result shows that: 1) the consecutive order of TBC is: Question, Visually Looking On, Physic Intervention, Directive Statement, and Non Directive Statement; 2) Taxonomy question often used is factual question; and 3) not all of the students apply the appropriate TBC center that is practiced.

Key words: TBC, Micro Teaching, Student Teacher

INTRODUCTION

Teacher training and education Faculty (also known as FKIP) of Universitas Muhammadiyah Surakarta (UMS) is a faculty that produces prospective teachers. And one of teacher's jobs is teaching. In order to have graduates with teaching skills, then whole FKIP students are required to go through and pass Micro Teaching (MT) subject. Micro Teaching is teaching in small scale; in terms of content, duration and participants.

Teaching in small scale is a practice for teacher's teaching skills. Otsupius (2014) indicates that micro teaching is a teacher training technique for learning teaching skills. As a teaching skill, micro teaching can

give a good impact in the development of teaching profession. Similarly, He & Yan (2011), indicates that micro teaching has remarkable effect on the professional development of the students. Micro teaching also gives a good impact for student teacher. Ogeyik (2009) concludes that the use of micro teaching in a teacher-training program could promote effective teaching strategies and reflective practices among student teachers.

Through micro teaching, it is expected that Student Teachers of Early Childhood Education Department (ECED) at FKIP UMS have teaching skills which can support their teaching skills later as teachers. ECED is a study program in FKIP UMS which produces

prospective ECE teachers. The study results of Undiyaundeye and Inakwu (2012) show that student teachers felt that micro teaching experiences assisted them to enhance both managerial and preparation skill. Mahmud and Rowshon (2013) states that micro teaching can play a significant role in student education and can contribute to a great extent to the better understanding of the learning process and its complexities.

The learning process that ECED students go through differs from those taking primary or secondary education major. This is because the condition of the students are different in ECE compared to the ones in primary and secondary schools. Early childhood students ranges from the age 0-6 who are experiencing a fast growth. Their world is all about playing. They are learning through playing. Therefore, one of the principals of ECE is learning by playing (Dit. PAUD, 2016). Playing is one of voluntary and happy activity. Lugia and Vidal (2011) assert that for kids, playing is not only a mechanism which gives them happiness, but it can be a vital need for their growth.

The consequence of learning by playing is that teachers need to provide the tools and materials which must be suitable with the children's stage of growth. The variety of games should be taken into account as well in order to deliver the concept that is being taught. Teacher of ECE must be skillful in arranging the playing tools and materials based on the children's growth stage.

While the children are playing, many teachers perform administrative activities so that children are left to play alone. Children's neglect while they are playing may lead their knowledge to run "wild". The child can assume that what is done is the right thing. Therefore, adult guidance when children play is needed.

We call students of ECED UMS in micro teaching subject as student teacher (ST). They practice the learning Center Model or Beyond Center and Circle Time /BCCT. While the children are playing, the ST gives the children an individual help. Based on what happens or what the child

does while playing, the teacher provides a scaffolding, displaying a continuum of behavior to help the child.

The research questions are: (1) What is the continuum sequence of teacher behavior/Teacher Behavior Continuum/TBC student teacher when the child is playing?; (2) What is the taxonomy of frequently used questions?; and (3), How is the accuracy of TBC used related to the Center practiced?

This study aims to determine: (1) TBC sequence which is often used in MT, 2) Taxonomy question which is often used, and (3) Accuracy of using TBC seen from the Center that is practiced.

The results of this research this will be helpful for college student as a feedback in MT students, and as well as for the lecturers in giving examples of TBC variations to students.

In the learning Center model or Beyond Center and Circle Time/BCCT model in ECE, there are four components of helping the students/scaffolding, namely: (1) Scaffolding the environment, (2) Scaffolding the pre-play experience, (3) Scaffolding the individual child experience, and (4) Scaffolding the post-play experience. (Phelps, 2015). When a child is playing, the teacher should channel TFP (Term, Facts, Principles), and provide every child with an individual's help (Scaffolding the individual child experience) to play a quality and meaningful role. TFP is a set of materials in knowing terms, facts, and principles that will be passed on to the child to build his mind. The help to the children at play is individual because the child's activities are not the same.

Individual help when the child is playing is known as scaffolding the individual child experience. In an individual's scaffolding while playing, there is a continuum of behaviors displayed by the teacher. Bredecamp (1995) mentions the continuum of teacher behavior with the term Continuum of Teaching Behavior, and divides it into eight ranges from Non-directive, Model, Facilitate, Support, Scaffold, Co-Construct, Demonstrate, and Direct.

Meanwhile Phelps in Arryani and

Wismiarti (2013) mentions the teacher's continuum of behavior with the term Teacher Behavior Continuum (TBC), and breaks it into five ranges from Visually Looking On/VLO, Non Directive Statements/NDS, Questioning/Q, Directive Statement/DS, and Physical Intervention/PI. Visually Looking On is the behavior of teachers where teachers only see children playing in accordance with the game in the Center. In using this, the child is playing smoothly, no need for help.

The Non Directive Statement is a statement that the teacher gives to the child, but is not directly related to the child, so this statement is general, requiring the child to translate into the situation at hand. Questioning is a question that teachers give to children. Directive Statement is a direct statement of the teacher associated with the child, so the child can easily understand it. Physical Intervention is a direct physical intervention of teachers to children. Physical intervention can be done through direct justification and through the modeling of the teacher. Wismiarti and Arriyani (2010) divide the four Taxonomy Questioning namely: factual, convergent, divergent, and evaluation questions. Factual questions are questions related to existing facts, for example: What is this (while pointing at the object)? Convergent questions are questions that have only one answer, for example: What do you do when you feel hungry? Divergent questions are questions that have more than one answer, for example: What can be eaten? While the evaluation question is a question related to cause and effect, for example: What happens if you do not eat? This study uses the continuum of behavior proposed by Phelps.

There are six Centers that are practiced by the student teachers/ST, namely: Natural Material Center/NMC, Art Center/AC, Beam of Wood Center/BWC, Role Play Center/RPC, Preparation Center/PC, and Religious Center/RC. Each center has different pressure, so even though the media brought by the teacher is the same, but scaffolding and questioning at each center

will be different.

The Natural Material Center is also called the Messy Play Center, where children can play the tools and materials in accordance with their wishes. Therefore, the tools and materials are flexible. It means that the final form is fully determined by the child, not limited to the existing structure. The tools and materials include: water, sand, play-dough, stirrer, finger painting, and other liquid toys. Natural material emphasizes on the development of motor sensory. The current scaffolding is also related to motor sensory. Examples of TBC in the center of Natural Materials are: "Two liquid objects can be mixed", "How is the texture?", "You have found the orange color, let's find other colors!", "What color is this?", "How is the shape?"

Art Center is a center that provides opportunities for children to interact with art tools and materials. The emphasis on this center is fine motor, color exploration, and child creativity. Examples of TBC in art centers: "What are the parts of the plant?" "How to form a coconut tree trunk?" "Coconut trees are straight." "The trunk of the coconut tree is segmented."

The Role Play Center is the center where the teacher grants knowledge through the role that the child plays. In this center, the child plays the roles that occur in real life. An example of TBC in a main role center is: "What does a mother do when her child is hungry?" "Father is the head of the household" "Can a squid be on a land?"

Beam of Wood Center is a center that gives children a chance to play with structured-building tools which are the beam of woods. Since the kids are going to build with woods, the scaffolding that is given is related to the type of building that they are making related to the lesson's theme. The example of this center is: "How to go up to the second floor?" "At the mosque, the entrance for men and women are differentiated."

The Preparatory Center is the center

where the focus of the game is on reading, writing, and arithmetic. Regular games are also provided in this center. The example of TBC preparatory center: "What is the first letter on the word Papaya?" "What is the shape of the letter P?" "Bananas also have an initial letter."

Religious Center is center which emphasizes on faith and devotion. The tools and materials to play in this center is the tools and materials from all center. The example of center TBC: "What do you say when entering your home?" "Which leg should you put first when entering your home?" "House of worship is a place to run worships". "House of worship of Muslim is called masjid."

RESEARCH METHOD

This research is a descriptive research. I describe the continuum of teacher behavior. The subjects were 60 third year students at ECED UMS who took MT as ST. The data collected is the continuum of teacher behavior when the child performs the core activities (when the child is playing) in the second round. Teacher behavior continuum data was obtained through observation of STs.

The data analysis uses qualitative and quantitative analysis techniques. Qualitative analysis techniques are used to: (1) analyze the results of observations of teacher behavior, then classified on five continuum, and four question taxonomies, (2) analyze the accuracy of the use of TBC related to the center that is practiced. Quantitative analysis techniques are used to: (1) determine the order of TBC, and (2) determine the percentage of accuracy of teacher behavior in accordance with the practiced centers.

RESULT AND DISCUSSION

The results of observation data on 60 STs are still mixed between performing TBC and delivering TFP. The TFP data is extracted first, so there is only the TBC data. Furthermore, TBC data is analyzed and classified into 5 continuum i.e. Visually Looking On (VLO), Non Directive Statement (NDS), Questioning (Q), Directive Statement

(DS), and Physical Intervention (PI) as shown in Table 1.

Table 1. TBC Distribution

No	Type	Freq.	%	Order
1	VLO	180	31.6	2
2	NDS	19	3.3	5
3	Q	196	34.4	1
4	DS	67	11.8	4
5	PI	108	18.9	3
	Σ	570	100	

Source: Student Teacher, processed

Questioning is the most commonly used Teacher Behaviour Continuum. Even for a moment after entering the play density, ST often immediately asked "what are you playing?", so impressed ST not knowing what should be done. This is because ST is less used to other TBC, especially with DS and NDS. ST admitted often see teachers in PAUD using Direct teaching by giving instruction in the form of command and prohibition. It is seen ST when applying subjects internship 1 or when carrying out the task where ST must to institution of early childhood education. The social environment has taught ST to use Direct teaching. Vygotsky's social theory in Slavin (2008) states that individuals learn from their environment, the environment will be a model for the individual. Arends (2008) also state that concept learning influenced by cultural-social contex. PAUD teachers observed have been used as ST models. ST feels TBC is something new, but because it is not used so it is still difficult to implement

Based on the ST questions, the types of questions can be classified into factual, convergent, divergent, and evaluation questions as shown in Table 2.

Table 2. Distribution of Questions

No.	Type	Freq.	%	Order
1	Factual	103	52.6	1
2	Convergent	23	11.7	3
3	Divergent	15	7.7	4
4	Evaluation	55	28	2
	Σ	196		

Source: Student Teacher, processed

The type of question often used by ST is a factual question. ST is not accustomed to using questions in the higher level of convergent and diverging questions. Indeed, the factual question can be developed into the higher question of the divergent question. Nevertheless, evaluation questions are often used by the student teacher. Evaluation questions that arise include: "What happens if ...", "What are the consequences of..." And "Is it in accordance with ...". ST also felt unfamiliar with using convergent and diverging types of questions.

The accuracy of TBC use related to centers practiced (excluding VLOs) is shown in table 3.

Table 3. Accuracy of TBC

Center	Teaching Behavior Continuum							
	NDS		Q		DS		PI	
	r	ne	r	ne	r	ne	r	ne
NMC	1	2	35	8	2	7	10	5
AC	1	2	10	19	4	8	3	5
RPC	2	2	5	24	6	8	14	5
BWC	2	2	10	15	4	7	9	10
PC	0	2	5	35	5	7	6	15
RC	3	0	5	20	0	9	8	18
Σ	9	10	75	121	21	46	50	58

Source: Student Teacher, processed

Based on table 3 it can be understood that the right/r TBC with the center as many as 155 incidents while not exactly/ne as 235. More than 50% or 60 % ST does not use TBC in accordance with the centrally practiced. Inaccuracy the highest occurring in Questioning in Preparatory Center. The preparatory center is the center of pressure on the ability to Read, Write, and Count. Therefore the given question should be related to language, writing, or numeracy. But what often arises is the question of motor sensory. For example: "What color is this?" "How to make shapes". These types of questions is suitable for questions.

TBC types of DS and NDS in religious center have zero or all accuracy. Statements that appear directly or indirectly associated with activities performed by the child have been properly stated by ST. This is because ST is more familiar with religious norms, so they are easier to make statements.

CONCLUSION AND SUGGESTION

The conclusions of this study are: 1) the commonly used TBC sequence ST is Questioning, VLO, PI, DS, and NDS. 2) Types of frequently used questions are factual questions. 3) Not all STs uses TBC in accordance with the centers practiced. There is a 61% incidence of TB use that is inconsistent with the center practiced.

Based on these findings, I suggest to: (1) improve the practice for ST in using DS and NDS, (2) improve the practice in taxonomy questioning, and (3) Increasing exercise in using TBC in each Center.

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