



Microteaching Learning Strategies and Their Roles to Improve Teaching Ability of Teacher Students at Islamic Higher Education

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Abstract: Microteaching as a learning medium and teaching practice is very important in meeting the needs of student teaching practice, especially in the Islamic Religious Education study program, Faculty of Tarbiyah and Teacher Training, UIN Datokarama Palu. This study aims to demonstrate microteaching learning strategies and their contribution to the development of quality and teaching skills of teacher students. This research is qualitative descriptive and uses N Vivo Software as a tool or technique for analyzing data. The results of this study concluded that the microteaching learning strategy applied to the Islamic Religious Education study program, UIN Datokarama Palu consisted of two main strategies namely discovery learning and expository method. Discovery learning is a learning strategy that focuses on exploring student interests in carrying out the learning process. The expository method is a learning strategy by providing a general description of aspects of definitions, principles, and concepts about learning materials. The impact of implementing microteaching learning strategies using discovery learning and expository methods is being able to develop student confidence in the teaching process and being able to improve students' abilities in depth about teaching activities.

Keywords: learning strategy, microteaching, teaching ability, discovery learning, expository method

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INTRODUCTION

The educational process can run well and relate to the purpose of education generally (Joolingen, 2022). It cannot be separated from the influence of teachers or educators. The influence of the teachers is the formulation of strategies that are applied to support the learning process or termed learning strategies (Tang et al., 2022). Generally, the strategy can be interpreted as an instrument in the form of planning and steps in achieving a goal (Sari & El Islami, 2020). In the context of learning within the scope of education, the strategy is defined as a comprehensive approach or method related to the process of delivering teaching materials carried out by the teachers following the characteristics of students and the conditions of the learning environment to obtain the learning purpose which has been determined. The concept of preliminary learning is an important matter in the learning process that must be carried out and is related to the ways or methods of teachers in attracting students' interest in learning (Purwaningtyas et al., 2022). This process can be in the form of an introduction to learning materials that depart from illustrations related to daily activities encountered by the students. Taking some examples related to the students' interest so that the material being taught can be obtained by students without having to memorize it (Odo, 2022). In practice, the concept of preliminary learning can be committed through the following techniques (Önal, 2019).

First, the teacher describes all aspects related to the learning objectives so that students understand what they want to achieve from the learning material. Principally, this technique will greatly assist students in understanding for what is the core of the discussion of the teaching material so that automatically students will be able to direct learning strategies into learning outcomes (Raza, 2020). Therefore, the teacher is expected to develop a formulation in the delivery of learning objectives by using simple and easily understood language by students according to their level of education. In the present context, students are more interested in the explanation of learning materials that depart from illustrations and cases that are often felt by students in their daily life (Sugihartini, 2021).

Second, the teacher committees a simple description in this case linking what has been learned and what will be learned. Through this depiction, students are expected to be able to build a strong relationship between the knowledge they have and the knowledge to be learned (Rabiman, 2020). This can indirectly build students' self-confidence which can affect students' learning abilities and achievements.

The next component is the activity of delivering information which is related to the teacher delivering the right concepts, rules, and principles to be conveyed to students. This includes the points of learning that will be learned (Marwiyah et al., 2022). This component has its own urgency in providing learning limits so that it can minimize information so it is not too much and can affect students' understanding. Important information

conveyed to students includes the order in which the material is delivered, the scope, and the type of material (Louis, 2022).

Furthermore, it is the participation of students related to the activity of the subject (teacher and students) in the dialectic of the object (learning material) (Morrison et al., 2022). This can be carried out by providing exercises based on what students have learned and providing feedback on what they say (Karakas, 2021). The next component is the implementation of tests which are usually carried out before and after the delivery of learning material to students. The purpose of the test is to measure as well as carry out the learning evaluation process to identify what has been missed in the learning process. Then the last, follow-up activity (Koech, 2019), aims to optimize student learning outcomes through a series of activities and also as a form of improvement to the obstacles faced during tests related to the abilities and learning outcomes of students.

In addition to the components that must be obtained by the teachers in implementing learning strategies (Adelakun et al., 2022), there are also basic principles that contain everything that must be considered in the implementation of learning strategies both in the classroom and outside, including the principle that emphasizes the aspect of goal orientation, the principle of activity, the principle of individuality, and the principle of integrity (Herrera, 2018). All of these things, both components and basic principles of implementing learning strategies are dimensions that must be obtained and practiced by the teachers to obtain results from the strategies applied in this case the abilities of the students (Astuti & Drajati, 2022).

In the context of this research, the researcher explores the practice of the strategy applied and its role in improving the ability of students, in this case, microteaching learning strategy and its contribution to the teaching ability of students in teaching disciplines at the Datokarama State Islamic University (UIN), Palu. In simple terms, microteaching can be defined as a special training method designed as an effort to improve the teaching abilities of prospective teachers or teachers through a process of simplifying learning aspects including the number of students, study time, learning focus, and teaching materials so that aspects can be identified either strength or weakness of the prospective teachers (Lange, 2018). In addition, the separate purpose of microteaching learning in the university is to provide special training to students as prospective teachers in practicing teaching methods in front of their friends so that in terms of mental aspects, skills, and performance abilities possessed by prospective teachers as a provision to teach in schools or other educational institutions (Park, 2021).

Meanwhile, the students' abilities to teach as prospective teachers can be interpreted as everything that is owned by the teachers in creating a conducive atmosphere in the learning process including the process of transforming knowledge to students so that learning objectives can be achieved properly (Özcan, 2019). In achieving the students' ability to teach as prospective teachers, microteaching learning is considered important to be taught as a provision for prospective teachers when facing real learning situations. Microteaching used as a form of teaching simulation has its own urgency in achieving learning objectives so special strategies are needed which are designed to improve the teaching competence of prospective teachers (Horgan, 2018).

UIN Datokarama Palu is the oldest state religious university in the province of Central Sulawesi. This state religious university was initiated on May 1966. In its development, UIN Datokarama Palu has changed its status several times from STAIN Datokarama Palu, IAIN Palu and is currently changing its form to UIN Datokarama Palu based on Presidential Regulation Number 61 of 2021 (Munir, 2021). So far, UIN Datokarama Palu already has four faculties, including the Faculty of Islamic Economics and Business, the Faculty of Tarbiyah and Teacher Training, the Faculty of Ushuluddin, Adab, and Da'wah, and the Faculty of Sharia and also the Graduate Program. One of the faculties which have a teaching discipline as well as the location of this research is the Faculty of Tarbiyah and Teacher Training, especially in the Islamic Religious Education (PAI) study program. One of the objectives of this study program/department is to produce a dedicated Islamic education graduate, with an entrepreneurial culture, and a religious, educative, professional, and *rabbini* character in developing Islamic learning materials and methodologies in the fields of formal, informal and non-formal education (Naeni, 2020). Departing from this, the PAI study program, UIN Datokarama Palu focuses on aspects of strengthening and developing teaching skills for its students as prospective teachers through intensive microteaching.

To improve the teaching abilities of PAI students, UIN Datokarama Palu through microteaching learning, a special strategy is needed to achieve these goals. Several previous studies also discussed microteaching learning and its contribution to improving students' teaching abilities, including research from Viqqeh Mardiyansyah and Suwito (2018) on "The Influence of Microteaching Values on Teaching Ability of UNESA Students as Teacher Candidates in Learning Management Program Activities (PPP) at SMK Taman Siswa Mojokerto". The results of this study conclude that UNESA students in microteaching learning have met the criteria for dealing with the Learning Management Program (PPP) as prospective teachers and regarding teaching abilities, the students obtained an average score which is quite satisfactory. This shows the index of microteaching learning influence that has been taught to students (Mardiyansyah & Suwito, 2018). The similarities aspect of this research is about microteaching learning, while the differences are covering the object

and location of the research as well as the approach used.

Furthermore, the research from [Azizah and Rahmi \(2019\)](#) entitled "Student Perceptions about the Role of Microteaching Courses on Teaching Readiness in Economics Education Students UNP". This study concludes that microteaching course has a significant and positive role in the teaching readiness of UNP students. This is shown by students' perceptions of microteaching learning ([Azizah & Rahmi, 2019](#)). The similarities obtained from this research are in the aspects of microteaching learning as a preparation for teaching UNP students as prospective teachers. The difference is in the research method which is descriptive quantitative and also the object of research. The last is the research from [Isda, et al \(2022\)](#) on "Classroom Management Strategy on the Teaching Practice Examination (Microteaching) PAI FTIK IAI DDI Polewali Mandar Study Program". This study shows that in the classroom management strategy for the microteaching process at the Islamic Religious Education (PAI) study program, Faculty of Tarbiyah and Teacher Training (FTIK), IAI DDI Polewali Mandar, including time management strategies, media selection strategies, learning materials delivery strategies, and student engagement communication strategies ([Sewang et al., 2022](#)). Meanwhile, the difference between this research and the research conducted is in the aspect of location and research approach. The similarity is the concept of strategy and the object of research, although the strategies used as concepts have differences, namely the concepts of microteaching and classroom management. Based on the description above, the researcher is interested in conducting research that is still rarely carried out, namely microteaching learning strategy and its role in improving the teaching abilities of teacher students, especially in the PAI study program, UIN Datokarama Palu. Therefore, this study focuses on microteaching learning strategies as learning media and teaching practice tools for teacher students, considering that several studies that have been carried out are still very rarely discussing microteaching learning strategies and their contribution to improving the teaching abilities of teacher students.

METHODS

This research was a qualitative approach. This research was conducted with natural conditions that occur in the field. The qualitative approach used is descriptive, the main data source in qualitative research is the words obtained from the interview process and also documentation collected by several institutions ([Abraham, 2021](#)). This research was conducted using various data collection procedures to obtain complete information. Based on the explanation above, it can be understood that qualitative research is a method of obtaining descriptive data both in writing and orally intensively to understand a phenomenon that occurs by prioritizing natural data. Researchers in this study will use qualitative research for the reason that it is easier to obtain and present the research data raised, and it is easier to make adjustments to the object of research. So for this reason the researcher hopes that related research can run smoothly, as well as research results that are following the conditions in the field. This research was carried out in the Islamic Religious Education (PAI) study program, Faculty of Tarbiyah and Teacher Training, UIN Datokarama Palu, especially in Microteaching learning or courses in the lecture hall. This research was conducted on 18 July – 27 September 2022.

The data collection technique is a technique that is carried out so that information or research data can be collected and obtained, including 1) observation technique is an activity carried out deliberately to find initial information related to research carried out as material in making research designs or maximizing results. In this study, researchers conducted observations and collected data about microteaching learning strategies and their role in improving the teaching abilities of teacher students in the Islamic Religious Education (PAI) study program, Faculty of Tarbiyah and Teacher Training, UIN Datokarama Palu, 2) interview technique: In this study, researchers will conduct in-depth interviews or in-depth interviews and participate directly in the field. Through interviews, data collection can easily be carried out. This is based on the direct interaction of researchers with informants as a source of information by digging up various information related to the research being carried out. In this study, the researcher conducted structured interviews with informants using the Purposive Sampling technique, namely the process of interviewing and collecting data where the informants had been determined but did not rule out the possibility that informants would emerge during the interview process until the data collected was categorized as saturated (repetitive) data. And 3) documentation: Collect data directly from research locations in the form of books, photographs, and other documents that are relevant to the context of the research being conducted ([Frost, 2018](#)).

Data analysis is a process of systematically observing data resulting from interviews, field notes, and documentation by selecting what is important and what will be studied, and making conclusions so that it is easy to understand ([Garcia, 2018](#)). The data analysis technique in this study begins with data management, then it is prepared in the form of a transcript. The transcript is read repeatedly to get an overall picture of the data and identify data segments that have the potential to reveal aspects of the phenomenon ([Maher, 2018](#)). After that, the data underwent conceptualization, classification, categorization, and identification of themes, then connected with theoretical constructs. Interpretation of the meaning of the data is done by rearranging,

examining, and discussing textual data by conveying the original understanding of the participants. The process of analyzing this data uses the help of N Vivo software.

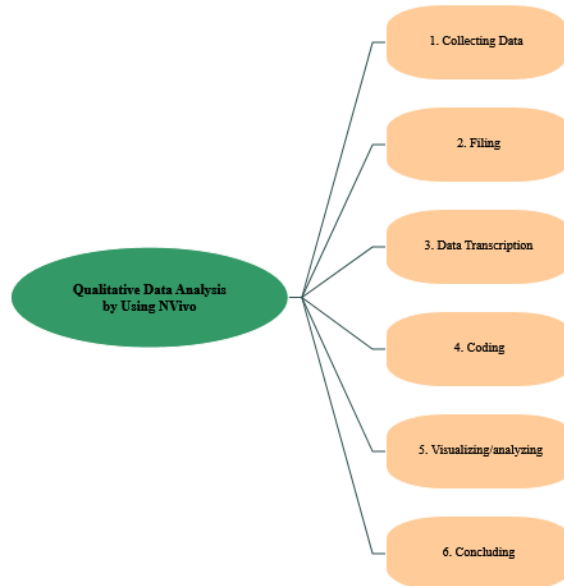


Figure 1 Procedures of Qualitative Data Analysis by Using N Vivo

RESULT AND DISCUSSION

Microteaching Learning Strategies in the Islamic Religious Education Study Program, UIN Datokarama Palu

The learning strategies are interpreted as planning in achieving learning objectives (Junaidah et al., 2020). In implementing learning strategies, five main components must be considered, namely; preliminary learning activities, information delivery, student participation, tests, and follow-up activities (Murtafiah & Lukitasari, 2019). A learning strategy is a comprehensive approach in a learning system, in the form of general guidelines and a framework of activities to achieve the general learning objectives, which describes systematic procedures in assisting students' learning efforts, organizing learning experiences, organizing and planning teaching materials to achieve certain learning objectives (Suryani & Rismiyanto, 2021). Meanwhile, microteaching is defined as a form of simulation in the teaching process (Sukmawati & Purbaningrum, 2021).

In the context of this research, microteaching learning strategies are defined as organizing lesson content, delivering lessons, and managing learning activities through a series of teaching simulations to support the quality of teaching students effectively and efficiently (Lukitasari et al., 2021). In this study, researchers explored more about microteaching learning strategies and their contribution to improving the teaching skills of teacher students at UIN Datokarama Palu, especially in the Islamic Religious Education study program. Based on the analysis results of interview data with informants using N Vivo Software, there are several microteaching learning strategies applied by lecturers in the Islamic Religious Education study program, Faculty of Tarbiyah and Teacher Training, UIN Datokarama Palu as an effort to develop the teaching skills of prospective teacher students. This is as described below:

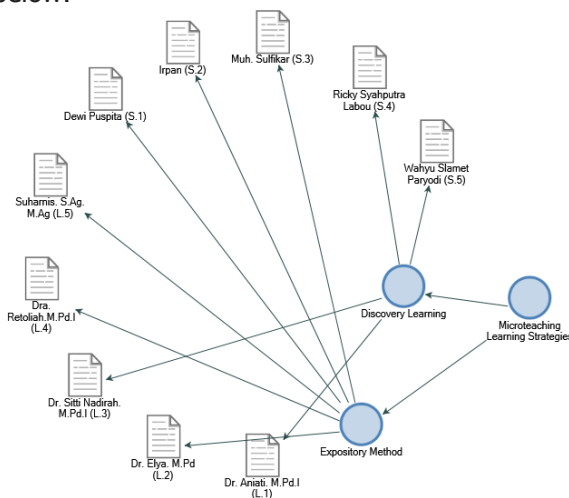


Figure 2. Microteaching Learning Strategies

Based on the Figure above with the information that L is the lecturer and S is the student, microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu is carried out through two main strategies in increasing student understanding and developing their abilities in teaching, namely discovery learning and expository method. The two strategies mentioned above are applied in microteaching learning both in classrooms and laboratories and have a significant impact on the development of student teaching abilities (Latif et al., 2022). These two strategies will be described further below. The concept of discovery learning is a learning model that emphasizes the active aspects of students in exploring what is of interest so that they can draw a conclusion based on direct observation (Desyandri et al., 2019; Wiono & Meriza, 2022). This model is also translated into microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu. This model is used as a form of microteaching learning strategy which is considered to be able to develop the abilities of a teacher to train students in terms of teaching (Indriyanti & Prasetyo, 2018).

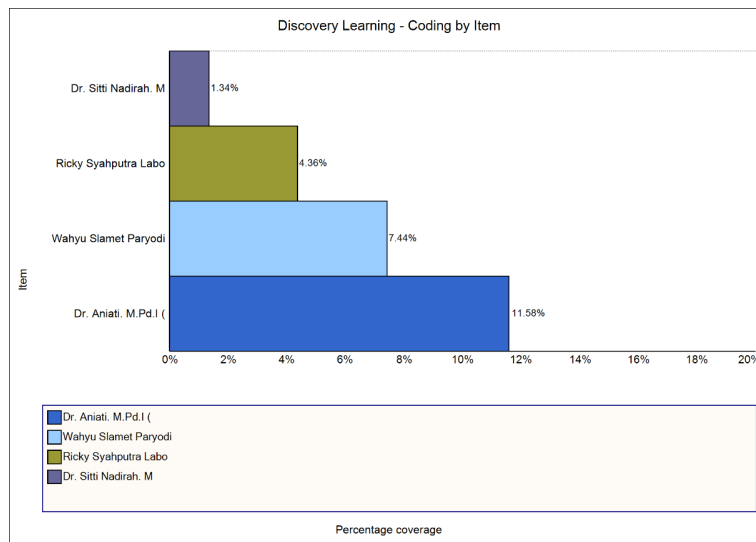


Figure 3. Discovery Learning Strategy

The percentage of the data above was obtained based on the amount of coding from the interview data of each informant about discovery learning as a microteaching learning strategy. There were four informants, two lecturers, and two students respectively, who revealed that discovery learning is an effective and efficient microteaching strategy in improving students' teaching abilities, especially in the Islamic Religious Education study program. SN as one of the lecturers of the Islamic Religious Education study program revealed that microteaching learning has been going well so far, but still needs to be improved especially in terms of improving students' teaching abilities. This can be committed through the application of learning strategies based on discovery learning in microteaching learning. There are steps taken in applying the discovery learning model to microteaching learning starting from making a Lesson Plan (RPP) to assess learning outputs.

"The steps that we take in implementing the Discovery Learning model in microteaching learning, namely the preparation step and the simulation step, designing lesson plans are by students determining learning objectives, identifying student characteristics, choosing subject matter, determining topics that must be studied by participants. students, developing teaching materials, and assessing student learning processes and outputs."

The application of the discovery learning model in microteaching learning can increase student creativity in developing teaching concepts based on the reality they face so that microteaching learning is no longer used as rigid learning material, but as a space for students to express themselves freely (Aimah et al., 2020). As a result, the application of this model can improve students' teaching abilities which will later become the main provision in dealing with the realities of learning.

"Microteaching is a learning approach that is not only intended for prospective teachers but is also intended for those who have occupied the professional position of a teacher, because micro-learning is a process for training, fostering and improving teaching abilities as a vehicle for training every basic teaching skill that must be possessed before immediately appearing in the real class."

In addition, another informant, A, who is also a lecturer in the Islamic Religious Education study program, expressed the same thing as SN, which is more packaged and emphasizes microteaching learning to attract students' interest so that they can adapt well.

"The strategy used is to attract students' attention. The steps include the preparation stage, namely preparing lesson plans according to the material to be taught. Using tools, the implementation stage is apperception and learning objectives, and closes the lesson."

Through microteaching learning strategies using the discovery learning concept which places more emphasis on aspects of student activity, attracting student interest and attention to learn is a part that is also the main function of the discovery learning model (Ernawati et al., 2022). In addition, the discovery learning model as a microteaching learning strategy that is applied to the Islamic Religious Education study program, UIN Datokarama Palu also has a positive influence on students. One of the things felt by students is that this strategy can accommodate all the different abilities and interests of students by giving freedom to each student to express their interests and talents in terms of teaching. This was disclosed by RSL as one of the students of the Islamic Religious Education study program.

"...the lecturer uses a variety of strategies as a result of the different abilities of students from one another."

Apart from RSL, other students stated that the application of the discovery learning model as a microteaching learning strategy could increase student enthusiasm for learning which had implications for teaching skills (Asril et al., 2018). WSP is also a student of the Islamic Religious Education study program.

"...appropriate and varied strategies can increase students' enthusiasm for teaching well and with full preparation and attention."

Based on the description above, the discovery learning model as a microteaching learning strategy can improve the quality of students in terms of teaching because it is strongly supported by the enthusiasm and freedom of students in expressing themselves, exploring, and tracing everything needed in the teaching process according to their interests. each starting from preparing teaching materials, teaching methods, and the assessment process.

Learning by using the expository method as a strategy in microteaching learning is a strategy that is related to discovery learning. The expository method focuses more on aspects of learning development through a general description of learning material, meanwhile, discovery learning in microteaching learning is an advanced strategy of the expository method which emphasizes more freedom for prospective teacher students in conveying learning material to students so they can understand situations and condition learning related to learning outcomes (Adnyana & Citrawathi, 2019). The application of the expository method strategy in microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu has a positive effect on both lecturers and prospective teacher students, especially in improving the teaching abilities of teacher training students. This is illustrated as follows:

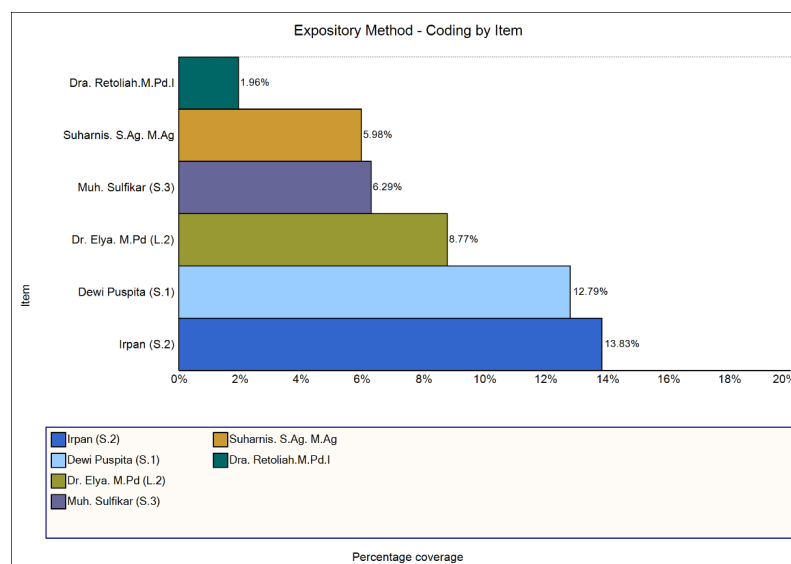


Figure 4. Expository Strategy

The percentage of data above was obtained based on the amount of coding from the interview data of each informant regarding the expository method as a microteaching learning strategy. There were six informants, three lecturers, and three students respectively, who revealed that the expository method was also a microteaching learning strategy that was able to have a positive impact on the development of the teaching

abilities of teacher training students in the Islamic Religious Education study program. R as one of the lecturers in the study program revealed that microteaching learning both in the classroom and the laboratory is carried out through various strategies. One of them is the expository method which focuses on aspects of teacher students' initial understanding of the definitions, principles, and concepts of learning (McKenney & Reeves, 2014).

"At the initial meeting/lecture contract using an expository learning strategy (lecture/question and answer method) assignment, dividing into groups. The next meeting discussed the concept of basic teaching skills by distributing Pdf material and assigning students to add references through books and the internet. In the next meeting, each student is allowed to stand in front of the class. Practice speaking for about 5 minutes (how to introduce yourself, and so on) sometimes students are even assigned to practice how to open lessons, especially those who are vocal."

In line with that, S, who is also a lecturer in microteaching learning, revealed that the expository method is also supported by the implementation of learning through teaching practices that are carried out alternately by all students. This aims to provide an understanding to student-teacher candidates about the basic steps in the teaching process.

"... each student takes turns practicing by using an assessment reference about the steps that must be taken when performing teaching practice."

In addition, the microteaching learning strategy applied to the Islamic Religious Education study program at UIN Datokarama Palu also has a positive impact on the development of teaching abilities and skills of teacher training students. This is because, in every teaching practice that is carried out, direction and teaching guidance are also carried out by the lecturer concerned. This was stated by E who is also a microteaching lecturer in the study program.

"Every microteaching practice has a very positive impact on the development of students' skills in teaching practice because there is direction, guidance on the professionalism of prospective teachers."

This was also felt by DP as a student in the Islamic Religious Education study program that direction and guidance in microteaching learning were always carried out by microteaching lecturers both in the classroom and in the laboratory so that students felt a reality-based learning atmosphere.

"... because having a lecturer assistant in microteaching learning can provide real teaching experience as well as lecturer strategies in explaining teaching skills."

Meanwhile, I, who is also a student of the Islamic Religious Education study program, also faces the same thing as DP feels, in every meeting the microteaching lecturers always provide assistance and a general understanding of the implementation of teaching so that this is considered very helpful in developing the teaching abilities of teacher students.

"Yes, when doing microteaching the lecturer provides an understanding of what must be committed when carrying out microteaching."

The next student who also feels the application of the expository method strategy in microteaching learning is MS, that the application of the expository method in microteaching learning really helps students understand the concept of microteaching because powerful lecturers always provide directions and simple illustrations about the effectiveness of microteaching learning so that students will be better prepared to face teaching reality.

"Very influential and quite helpful for students because the lecturer provides examples or demonstrations of basic teaching skills before practicing in class."

Based on the description above, the application of the expository method strategy in microteaching learning in the Islamic Religious Education study program has a positive influence on students' teaching abilities. This is inseparable from the direction and guidance carried out by powerful lecturers who try to provide general descriptions of the teaching process to provide illustrations and examples of teaching processes that are easily understood by students so that students understand and experience reality-based teaching more.

The Impact of Microteaching Learning Strategies on Increasing the Teaching Ability of Teacher Students

In general, the concept of impact can be interpreted as an influence that produces effects or consequences, both positive and negative (Murtafiah et al., 2022). Concerning microteaching learning strategies, the impact in this study is interpreted as a positive influence resulting from the application of microteaching

learning strategies on students' teaching abilities, especially in the Islamic Religious Education study program at UIN Datokarama Palu (Turmudi & Baihaqi, 2019). The contribution of the microteaching learning strategies to improve the teaching skills of teacher students in the Islamic Religious Education study program in this study consisted of two main impacts, namely being able to increase student understanding in-depth and being able to develop student confidence in teaching (Haryanto et al., 2021). Both were obtained based on analysis of interview data with informants as illustrated below:

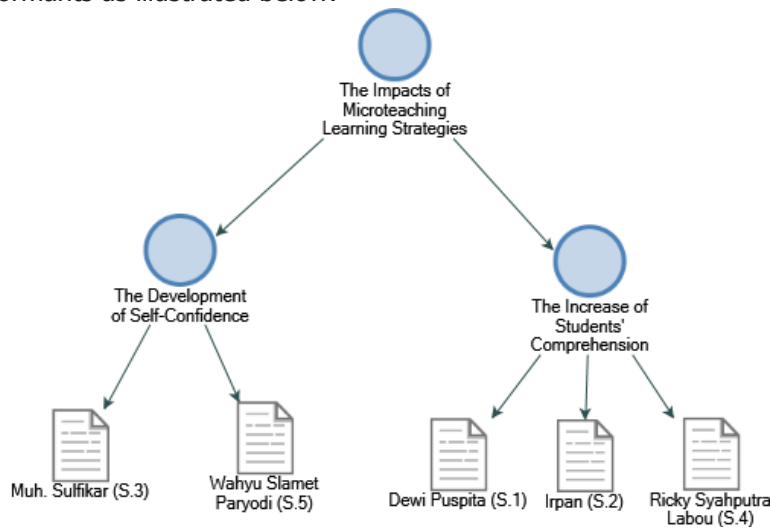


Figure 5. The Impacts of Microteaching Learning Strategies

Based on the Figure above, the application of the microteaching learning strategy in the Islamic Religious Education study program, UIN Datokarama Palu gave a positive contribution or impact on improving the ability of teacher students, namely increasing aspects of student understanding of teaching and developing student confidence in teaching. This is described further below.

In all aspects, especially learning, self-confidence is the main criterion that must be fulfilled (Padmadewi & Artini, 2019). As is the case in microteaching learning for prospective teacher students, the formulation of learning strategies that are applied is expected to be able to build student confidence (Ingale et al., 2022). In the Islamic Religious Education study program, UIN Datokarama Palu, this is also one of the positive impacts of implementing both the discovery learning strategy and the expository method.

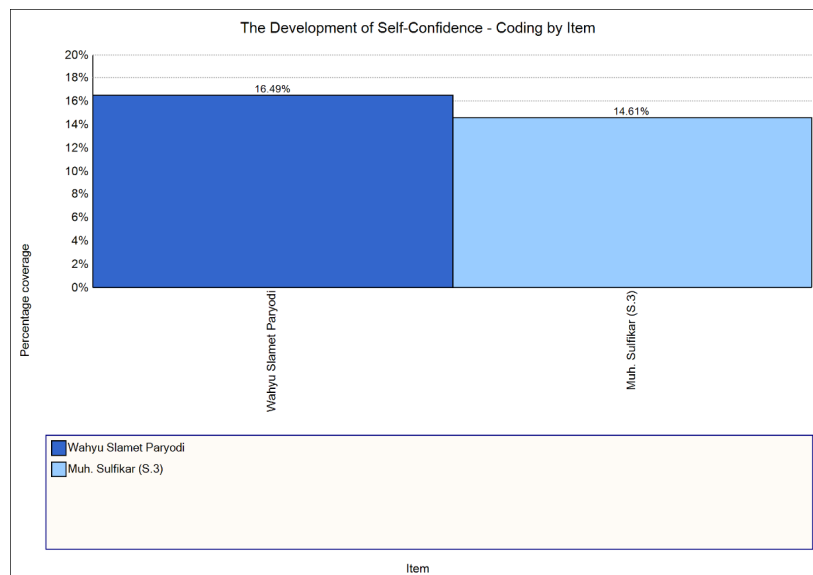


Figure 6. The Development of Self-Confidence

Based on the percentage above, there were two student informants who revealed that the positive impact of implementing microteaching learning strategies was the development of student confidence in teaching. This was disclosed by the informant, namely MS as a student of Islamic Religious Education that the application of the discovery learning strategy and the expository method in microteaching learning had a major impact on mental development and self-confidence in practicing teaching in public.

"It is very helpful in training mentally in the process of microteaching learning practices so that you feel confident and not burdened in carrying out PPL."

The impact of the microteaching learning strategy through discovery learning and expository methods implemented in the Islamic Religious Education study program was also felt by WSP, who is also an Islamic Religious Education student, namely being able to develop self-confidence so that they feel more prepared to face the real teaching process.

"The impact is very significant and can increase self-confidence and be more mature in preparing oneself for carrying out teaching and learning activities."

"I really feel the positive impact/influence of microteaching learning, especially when I go to the field during PPL activities and prepare myself to be better prepared to teach in the future."

Based on the description above, the impact of implementing strategies for both discovery learning and expository methods in microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu is being able to develop student confidence in the teaching process and feel more prepared to face real teaching. Another impact found in the application of the discovery learning strategy and the expository method in microteaching learning in the Islamic Religious Education study program at UIN Datokarama Palu is the increased understanding of teacher students in terms of teaching. As illustrated below:

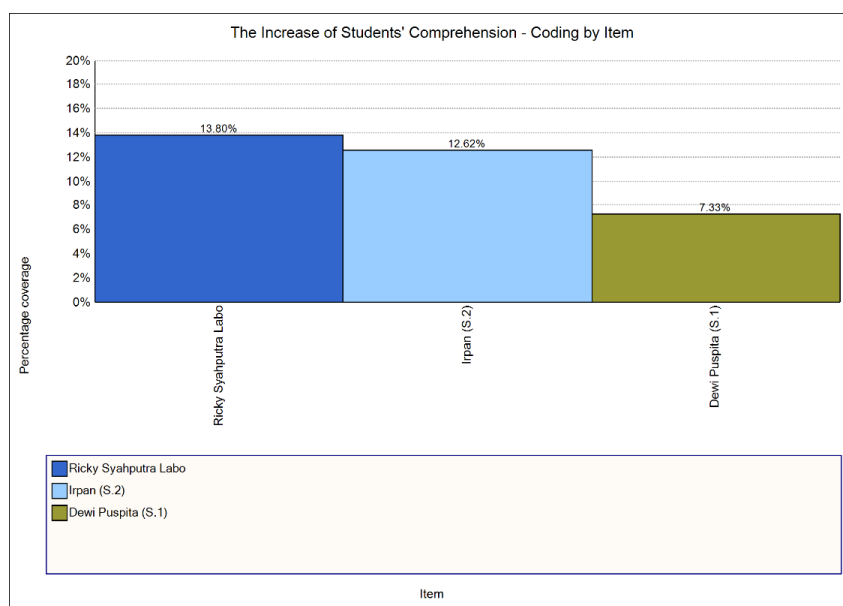


Figure 7. The Increase in Students' Comprehension

Based on the percentage of data above, three informants were students of Islamic Religious Education, UIN Datokarama Palu, who revealed that increasing the understanding of teacher training students is one of the positive impacts and contributions of implementing microteaching learning strategies. One of the informants, namely RSL, revealed that the implementation of microteaching practices which were carried out repeatedly was able to increase students' understanding, especially in terms of dealing with the teaching process.

"The impact that I feel is very beneficial for all of us students because in the implementation of microteaching, basic teaching skills are practiced repeatedly until complete."

"...I feel very positive because microteaching is very helpful for us students in mastering basic teaching skills, starting from opening to closing lessons so that we feel confident in carrying out PPL."

The next informant is I who also feels that the application of strategies in microteaching learning can provide in-depth understanding in terms of teaching and influences their readiness to face real teaching.

"The impact that I feel is that I understand how to carry out microteaching learning which in the end can master the basic teaching skills being trained."

"...when I teach I understand how to apply good and correct learning strategies."

The increase in students' understanding of teaching, which is one of the impacts originating from the application of microteaching learning strategies, was also felt by DP who is also a student of Islamic Religious Education, UIN Datokarama Palu, that the application of microteaching learning strategies has a positive effect

on her understanding in terms of teaching covering all aspects and processes involved. must be carried out in the teaching process.

"The impact I feel is very good because it makes us understand more about microteaching learning, especially as students majoring in Education or as prospective teachers."

"Yes, it has a very positive impact, because we already know the learning and teaching processes carried out by a teacher."

Based on the description above, increasing students' abilities in depth in the teaching process is also another impact resulting from the application of the discovery learning strategy and the expository method in microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu so that it can also improve the teaching skills of teacher students. In the effort to support the implementation of learning strategies, Dick and Carey revealed that some main criteria or requirements must exist in a learning strategy (Danday, 2019). It is formulated into five main components, including preliminary learning, delivery of information, student participation, tests, and follow-up activities. These five components are prerequisites for the presence of a strategy in the learning process that should be conducted by the teachers (Sumardi, 2021). This paper will explore the microteaching learning strategies to improve teacher ability in Islamic higher education (Rasimin et al., 2022).

A microteaching activity incorporated within a professional development seminar series was proved to be an effective method to enhance and develop communication, problem-solving, and critical-thinking skills in students of UIN Datokarama Palu. Microteaching helps not only in developing skills of the novice teachers but also assists in comparing the effectiveness of variation of one microteaching with another (Rosyad et al., 2022). Microteaching can enhance the skills of problem-solving, critical thinking, questioning, and reflective thinking. It improves learning through realistic applications. The other key benefits of this technique included the following: Transformation of difficult topics into learnable units, usage of advanced organizers, integration of the lecture with applications on topics, and usage of proper questions and pauses (Dirsa et al., 2022). The role of health educators can thus be effectively satisfied by practicing microteaching techniques.

In addition to the discovery learning model as a microteaching learning strategy applied to the Islamic Religious Education study program, UIN Datokarama Palu, the expository method is also another strategy or can be categorized as a supporting strategy for the discovery learning model (Hasan et al., 2021). In general, the expository method is a learning method that is carried out through a general description of something such as an explanation of definitions, principles, and concepts about learning material, and provides illustrations such as giving examples and steps for solving problems through lectures, questions, and answers and assignments (Ambarini et al., 2022; Safriadi, 2017; Sarimanah et al., 2021). In the context of learning, the expository method is a learning strategy that emphasizes the process of delivering material verbally from the teacher to a group of students with the intention that students can master the learning material well.

CONCLUSION

Microteaching is a form of learning medium for training students' teaching abilities, especially prospective teachers. In its implementation, microteaching requires a set of supporting formulations to achieve success in this case the application of learning strategies in supporting the implementation of microteaching to improve the abilities and skills of teaching teacher students, especially in the Islamic Religious Education study program at UIN Datokarama Palu. Based on the research results above, it can be concluded that the application of strategies in microteaching learning in the Islamic Religious Education Study Program, UIN Datokarama Palu can improve the abilities and teaching skills of teacher students. The strategy applied is discovery learning which gives more flexibility and freedom to students based on their interests and desires in the practice of microteaching. Furthermore, it is the expository method that emphasizes the general understanding of students in terms of teaching through microteaching including understanding in terms of definitions, principles, and concepts of teaching. Both of these strategies applied in microteaching learning in the Islamic Religious Education study program, UIN Datokarama Palu had a positive impact on the teaching abilities of teacher students, namely being able to develop student confidence in teaching and increasing student understanding of the teaching process.

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