

teaching courses which consist of 8 teaching skills, namely opening and closing skills, explaining skills, questioning skills, variation skills, reinforcement skills, class management skills, discussion skills, and small group and individual teaching skills. These skills are given as provisions for prospective teachers in order to create creative learning.

Universitas Muhammadiyah Surakarta Accounting Education is one of the study programs that provides micro teaching courses to its students to produce the expected graduate profile. This course is a compulsory course, where before taking micro teaching courses students are first required to take accounting learning strategies, accounting learning planning, and accounting learning evaluation courses, so that when taking micro teaching courses students already have an idea of how to make learning modules, what to prepare before starting teaching in class, and can provide solutions and motivation for students.

Before carrying out micro teaching, students usually prepare teaching modules or lesson plans that will be used for teaching practice. Rencana Pelaksanaan Pembelajaran (RPP) is a guide to guide teachers in carrying out the learning process in the classroom. The lesson plan must contain Standar Kompetensi (SK) including Kompetensi Dasar (KD). The parts of the lesson plan in detail, namely: (1) learning objectives, (2) learning materials, (3) learning methods, stages of learning activities, (4) learning resources and (4) assessment (Ambarwati, 2016). Regarding the learning planning stage carried out in lesson plans based on research data, an effective teacher must meet the following criteria: set and understand educational objectives, master the content of the curriculum and its teaching strategies, communicate to students what abilities are expected of them and why educational materials are used professionally to spend more time on hands-on activities that enrich and clarify the authenticity of the content, have student knowledge, adapt teaching to student needs and anticipate misconceptions in student knowledge, teaching metacognitive strategies to students and providing opportunities for them to master them, targeting cognitive learning skills that target both high-level thinking skills and low-level thinking skills, monitoring student understanding by providing appropriate feedback, integrating teaching with other subjects, taking responsibility for student results (Permana et al., 2020). In addition, the use of learning media can help teachers in the learning process, so that the messages conveyed become

easier to understand and also interesting for students.

When carrying out practice, students are made to feel as if they are actually teaching in class. Students are only given approximately 10-15 minutes to convey the expected learning objectives according to the learning performance plan (RPP) that has been prepared (Fitriani et al., 2022). Micro teaching is basically carried out in a micro teaching laboratory with a camera installed in it, so that lecturers can pay attention to the teaching behavior of prospective teacher students (Mariati, 2022). In the implementation of micro teaching, students are free to choose learning media and learning methods to be used. In microteaching, students can act as students or teachers as well as observers depending on their duties and turns (F. Annisa et al., 2023).

There are 8 basic teaching skills in micro teaching, namely (1) skills to open and close lessons, (2) asking questions, (3) giving reinforcement, (4) making variations, (5) explaining, (6) guiding small group discussions, (7) managing classes, (8) teaching small groups and individuals. The first component is the skill of opening and closing lessons, namely by paying attention, creating motivation, providing references through various efforts, making connections or links between the material being learned and the experiences, knowledge that students have mastered, reviewed or reviewed to master the core of the lesson by summarizing the core of the lesson and evaluating (shella monica, 2020). There are several indicators in opening and closing lessons, namely when opening learning by greeting, asking about the student's learning situation and asking about students who are absent from learning. Then it can show a deep understanding by reminding them of the subject matter they have learned before. Many people believe that the first impression in a relationship is the key to success in achieving the desired goal (Supriatna & Wahyupurnomo, 2015).

The second component is the skill of explaining the material, which is to provide the widest possible opportunity for students, especially those who will become prospective teachers, to explore their strengths and measure their abilities (F. Annisa et al., 2023). Teachers must be able to explain systematically what has been designed and also present it in tone, expression and use of words according to the level of students (Marpaung & Cendana, 2020). Teachers can also bring humor but related to the topic so that learning conditions are not boring so that students can understand the material

provided by the teacher (Ulamatullah et al., 2017).

The third component is questioning skills, which is how to ask questions during the learning process to determine the achievement of learning objectives. The better the questioning technique used by the teacher with students, the learning objectives will be achieved (Zein & Maielfi, 2020). Questioning skills are important because they are closely related to a person's curiosity, which is needed to determine a situation, phenomenon, or statement. This can help students absorb knowledge, increase motivation and interest in the learning described (Nurramadhani, 2019). With this questioning skill, the teacher can measure the extent to which students understand the material that has been explained.

The fourth skill component is the skill of making variations, which is the teacher's activity in the teaching and learning process to prevent students from feeling bored while learning, thus making learning conducive, encouraging students' enthusiasm to fully participate (Pratiwi & Ediyono, 2019). The skill of making variations can be done by the teacher by providing ice breaking or games to break the class atmosphere. In addition, the use of varied learning media can also be done such as video shows, quizzes, presentations, and so on. In this day and age where it is so easy to learn through various media, educators must be able to provide educational services that suit the needs and time of their students (Nurdin, 2019).

The next skill component is reinforcement skills, which is the skill of providing positive responses with the aim of maintaining and strengthening certain behaviors (Mufidah & Asmawi, 2017). The skill of giving reinforcement can be done by the teacher in between lessons, such as providing motivation to learn, providing enthusiasm and encouragement so that students are more passionate about carrying out the learning process.

The next skill component is the teacher as a classroom manager, who plans activities that will take place in the classroom, who implements the activity plan with topics and objects owned by students, who identifies and makes decisions about strategies to be used in various classroom activities, and at the same time, the teacher will also identify alternative solutions to overcome obstacles and challenges (C. Annisa, 2021).

The next skill is guiding group discussions, which is an organized process involving a group of people who interact face-to-face informally with various experiences or information, reaching

conclusions or solving problems. By discussing, it can improve the way students think and invite students to be active in learning (Wahyulestari, 2018). Several factors need to be considered to guide small group discussions, namely, clarifying the problem, focusing attention, creating student dynamism, creating opportunities for student participation, and having the ability to close the discussion (Fikri et al., 2021).

The last skill is the skill of teaching small group discussion is a process that occurs regularly and involves a group of individuals who interact directly with the aim of sharing information, solving problems, and making decisions. Teachers need to pay attention to several things when leading a discussion so that the discussion can take place successfully. Several factors need to be considered to guide a small group discussion: (1) focusing attention, (2) clarifying the problem, (3) the ability to analyze students' points of view, (4) eliciting students' active roles, (5) providing opportunities for students to participate, and (6) being able to end the discussion properly (Fikri et al., 2021).

Some studies have raised the topic of research on 8 teaching skills in micro teaching, but there has been no research in the Accounting Education Study Program and examines related obstacles faced by students during the implementation of micro teaching, most existing studies only examine how much influence the implementation of micro teaching by applying 8 teaching skills. Therefore, this study examines more deeply how the achievements of FKIP UMS Accounting Education students in carrying out micro teaching practices and what obstacles students face in their implementation, so that lecturers can provide guidance, provide evaluations, improvements, and suggestions for students in the implementation of further micro teaching practices, so that prospective teacher students have good provisions to become a teacher. The purpose of this study is to describe the implementation of micro teaching implementation in improving 8 basic teaching skills for prospective teacher students in the accounting education study program and to describe the obstacles experienced by accounting education students during the implementation of micro teaching practice.

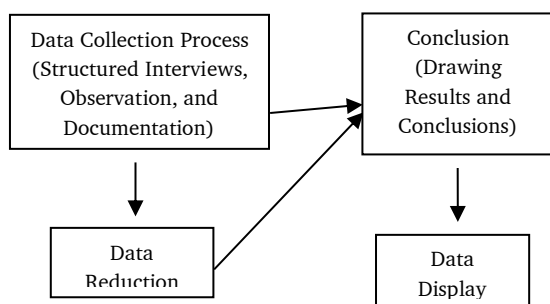
2. Method

This research uses a type of qualitative research method. Qualitative research emphasizes the socially constructed nature of reality, the intimate relationship between the researcher and the researched and the situational constraints (Lubis & Zulam, 2017). Qualitative

research methods are used to understand social phenomena and the individual perspectives being studied. This research uses a case study research design, which is research that is carried out in depth, detailed and intensively carried out on the phenomenon under study. Case studies in qualitative research can be addressed to individuals or groups depending on the phenomenon under study.

The research instruments used were interview guidelines and observation guidelines. Data collection techniques using structured interviews, observation and documentation. Interviews were conducted with those directly involved including lecturers teaching micro teaching courses and Accounting Education students who had carried out the practice. Observation is used to find out how the implementation of micro teaching in improving 8 basic teaching skills in FKIP UMS Accounting Education students. Documentation is used for supporting data in the data collection process, namely documentation when students practice teaching or micro teaching.

The data processing technique in this study uses the Miles and Huberman interactive analysis model which is then analyzed using the NVivo application. Miles and Huberman's interactive analysis model in the book Nugrahani, (2014) its components include data reduction, data presentation, and conclusion drawing/verification, conclusion/verification. All three were done during data collection data collection is still ongoing, and the activity is in the form of interactive in a cyclical process as shown below:

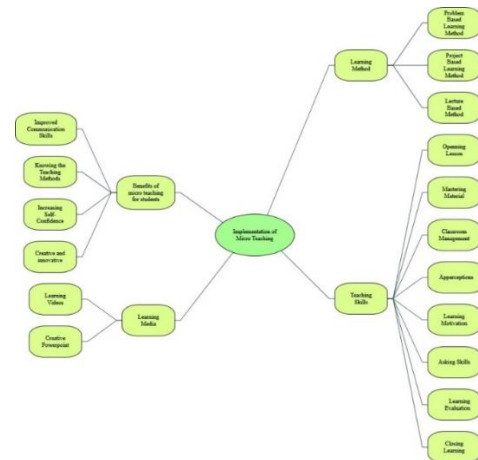


Picture 1: Data processing technique

3. Result and Discussion

This study interviewed lecturers who taught Micro Teaching courses in Accounting Education, totaling 3 lecturers and FKIP UMS Accounting Education students who had carried out micro teaching practices consisting of 4 classes, each of which took 3-4 students as research samples. Researchers also make observations and take pictures or documentation when students carry out micro teaching practices. The results of

interviews, observations, and documentation were then analyzed using the NVivo 12 application.



Picture 2. Mind Mapping of Micro Teaching Implementation

The Mind Map above is the result of analyzing the implementation of micro teaching in Accounting Education using the NVivo 12 application. We can see that the implementation of micro teaching provides benefits for students, namely students who previously did not know how to teach well to know after participating in micro teaching, increase student confidence, improve communication skills because being a teacher is required to have good communication skills to be able to convey material that is easily accepted by students, and increase student creativity. In addition to providing the benefits described above, from the implementation of micro teaching, students also practice making learning media that is creative and innovative, clear, interesting, and easy for everyone to understand. The average learning media used for micro teaching practice in Accounting Education is power point which is made as creative as possible and innovative learning videos.

Students also learn to develop learning strategies by choosing the right learning methods. There are 3 methods that are widely used by students in Accounting Education for teaching practice, namely, Problem-based learning, a learning approach that motivates students to work together in groups, find ways to solve learning problems, find ways to solve everyday problems in the real world, and develop skills to become independent learners (Melinda & Rahmawati, 2021). Then the Project Based Learning method is a learning process in which students are directly involved in making projects (Sari & Angreni, 2018). The last method is the lecture method, this method is still widely used by students even though it is considered

ineffective because in this method only the teacher plays an active role while students are more passive. However, from the observations in Accounting Education in micro teaching practice, although students use the lecture method, they invite students to discuss together, such as asking

questions, quizzes, and fun games so that students do not feel bored in the learning process.

In this study, data from interviews, observations, and documentation during the implementation of micro teaching practice are presented in the following table:

Table 1. Source Triangulation

No	Skills	Interview	Observation
1.	Opening lesson	Informant 1: "...greeting, asking for news, taking attendance, asking about the previous meeting material as a trigger" Informant 2: "...the initial activities I do before delivering the core of the lesson are to motivate students to learn, provide triggering questions, and convey learning objectives" Informant 3: "...When opening the lesson, it begins with greetings first, then praying, presenting, elaborating, and then conveying the learning objectives that will be learned today."	When opening the lesson, I was still stiff because I was nervous so I couldn't attract students' attention. Students are able to open the lesson well, but have not been able to attract students to enthusiasm because it is still monotonous. The opening begins with enthusiasm so that students' enthusiasm for learning increases, starting with greetings, prayer, attendance, delivery of learning objectives, and reviewing the previous material.
2.	Mastering material	Informant 1: "...the skill that I lacked was when explaining the material, I was still racing and still reading the powerpoint that I made to explain" Informant 2: "...in my opinion, students should learn more material before carrying out practice, because what I see from some students who practice is that many still read powerpoint when explaining the material, but some are already good."	Students' skills in teaching are good, but they still read the powerpoint when explaining the material. Skills in explaining the material are very good, students master the material well, use clear language and intonation.
3.	Mastering class	Informant 1: "...I have two ways to make the class conducive, the first is I will stop talking and listen to the learners talking until they realize their mistakes, the second is I directly reprimand the learners to stop making a mess in the class." Informant 2: "...I reprimand students who are disruptive during the lesson" Informant 3: "...When the condition is not conducive, what I do is to do a question and answer quiz directly"	Class management skills are very good, students reprimand students who talk to themselves during the explanation of the material. Skills in managing are good, students are able to reprimand students who do not pay attention during material explanation and discussion. Students use a problem-based learning strategy, namely discussing with students using interesting topics according to the material.
4.	Apperceptions	Informant 1: "...I think apperception is an individual's understanding and comprehension of the world around them that serves as a basis for comparison and a foundation for accepting new ideas." Informant 2: "...linking the topic of the material to real events that occur"	Some students have been able to make apperceptions, namely by linking the material with relate examples in the real world.
5.	Learning Motivation	Informant 1: "...motivation is done at the beginning after the opening" Informant 2: "...I provide motivation but implicitly" Informant 3: "...no, that's the part I'm missing which is the forgetfulness of not giving motivation"	The students' skills in providing support to learners are excellent; they offer motivation during the learning process to awaken the spirits of the learners. The students are too focused on explaining the material, to the extent that they forget to provide motivation to the students.
6.	Asking Skills	Informant 1: "...explaining the material by asking questions to the children" Informant 2: "...creating group learning by answering questions like a quiz"	In explaining the material, students conduct questions and answers Questioning skills are very good, students ask questions in between explanations to liven up the class atmosphere.
7.	Learning Evaluation	Informant 1: "...evaluation is usually through LKPD, giving assignments to find out how far students understand the material presented" Informant 2: "...ask the children questions as a reflection of how well they understand the material and give a conclusion and prayer together"	Students conduct an evaluation by giving practice questions that are done in groups Students give quizzes to measure student understanding
8.	Closing Learning	Informant 1: "...at the end of the lesson, we provide evaluation, self-reflection, and inform the next lesson" Informant 2: "...end the learning by asking students if they have understood or not, reviewing, question and answer"	Students are able to close the lesson well, but there are some things that are still not done, such as informing the next material to students.

Opening lessons, the success of the teacher in opening lessons greatly affects the achievement of the desired learning objectives. Based on the results of interviews, observations, and documentation, it can be concluded that when opening lessons students are taught to greet with enthusiasm, then pray together, take attendance, elaborate, and convey the learning objectives to be learned. This is in line with previous research which states that, at this stage the teacher identifies the objectives to be achieved, attracts students' attention, provides references, and connects the material that students have mastered with the material they will learn (Supriatna & Wahyupurnomo, 2015). In addition, it is also supported by Sandi et al., (2022) lesson opening skills are skills that must be possessed by the teacher which consists of greetings, prayers, skills to check the physical and psychological presence of students, skills to teach perception skills, and skills to teach basic skills and learning objectives to be achieved.

Mastering the material, based on the results of interviews, observations, and documentation, it can be concluded that the skills that students lack during the implementation of micro teaching are skills in explaining or mastering the material. In explaining the material, students still read powerpoints and still lack interaction with students. So that students sometimes still like to play alone or do not listen to the explanation delivered. However, some students have been able to invite students to have small discussions by asking students some questions. Based on the results of research by Turmuzi & Kurniawan, (2021) in developing microteaching courses, it can be seen that many students do not master the material or do not understand the learning strategies that are in accordance with the material, students tend to apply new learning strategies based on their own understanding, ignore learning strategies and the application of the material being taught, and do not pay attention to the student situation. There are several reasons why explaining skills need to be mastered, among others: a) in general, verbal communication interactions in the classroom are "dominated" by the teacher, b) teacher activities are mostly informative so that the effectiveness of the conversation needs to be improved, c) teacher explanations are often unclear to students but can only be understood by the teacher himself, d) not every student can find their own information obtained from books, this fact requires the teacher to explain certain things to students, e) available information sources that can be used by students themselves are very limited, f) teachers

often cannot distinguish between telling stories and giving explanations (Rahman, 2023). Therefore, mastery of the material, the use of language that is easy for students to understand, and interesting delivery are needed by prospective teachers so that students can understand what is conveyed by the teacher.

Classroom Management, based on research, can be concluded that by the practice of micro teaching students can become well teacher of micro teaching students can become well teacher of class, can reprove students who arrive late or play on their own, provide class atmosphere that is not boring, and so on. Students may also be able to do variety in teaching, when they finish explaining student material inviting students to take a quiz or give ice breaking to invite more active students to study. In the study of Berangka, (2018) also states the same, dominating the class can be done by reprovng students who are interfering with the learning process from beginning to end, giving special attention to the disciplined and excelling students in the classroom by giving commendation and gifts and establishing the norms of productive groups can be discontinued. Classroom management is intended to create a comfortable and nonboring atmosphere of the class and affect the students' study results. This coincides with the Austin, (2014) study that stated that the primary purpose of class management is the improvement of students' academic results.

Apperceptions, Since learning cannot be separated between a student's initial knowledge and given teaching materials, it is important for a teacher first to try to connect given learning materials with students' teacher (Sunita & Nardus, 2018). The picture of aidr has to be clear, the introduction/beginning step, including generalization, enables teachers to express fully and clearly what to do, not just to write "reminding the preceding materials" to be one of the important indicators to be included in the RPP (Octaviani et al., 2020). According to observations in the administration of micro teaching in accounting education, some students can make a conception while explaining material by example or representation with the real world, relate a case or question with the real world, and there are some students discussing current issues related to material being presented. This goes hand in hand with Saifudin, research, (2019) which states that an understanding of perception becomes important when a teacher must be able to link the real world of students in the learning process.

Learning motivation, a learning motivation

is something that creates a drive and a learning spirit, or in other words something that drives a learning spirit (Jainiyah et al., 2023). As the result of observation, prospective teachers give regular reinforcement or motivation to the students who are on the bike. But because of the limited time some students have forgotten to convey motivation to students for being so focused on material explanations. This reinforcement or motivation is essential because it provides for students. This in line with the study of Memi Agustina, (2020), which states that the praise and positive responses given by teachers to educated learners who have found accomplishment, in both academic and non-academic areas, children will feel that their actions are valued and will thus be the motivation to continue to perform their best.

Asking skills, asking skills, encourages learners to ask questions to create discussions in class. Based on the study, when explaining student materials will give students several questions to see if the student has understood the material presented or not, if not the student will go into more detail and if the student will go on to explain further. Students also provide opportunities for students to ask questions regarding the material presented. So not only are teachers active in the classroom but students active. This coincides with the research Wardhani & Sumah, (2021) that a teacher's question is asked to measure the extent of students' understanding of the material being presented.

Learning evaluations, the purposes of assessments include: 1) determining a student's progress, development, and success after experiencing or completing a learning activity within a specified period of time, 2) knowing the success rate of an educational program means knowing how well the program is conducted, 3) selecting or valuing a student (selective), 4) the purpose of guidance and counsel, 5) to further develop and perfect the relevant school curriculum (Al-faruq, 2023). According to observations in evaluating learning when micro teaching usually students give group assignments to students. The student gives time for the student to discuss and then turns the discussion on in front of the class. During the discussion sessions students go around to each group if there are any gaps in the discussion process.

Closing the study, based on observations may be summarized before closing the student's lesson gives the material conclusion that has been studied, conveys the material that will be studied next, then concludes the learning by praying together and concluding with a concluding

greeting. But most students conclude the lesson with such monotonous words as: so let's end it with some of today's lessons together. Previous studies also strengthened that of the many required assessment indicators, only 2 were carried out by educators, namely: (a) to evaluate the entire course of learning activities conducted by all groups and (b) to draw together material that has been studied by teacher research and has not been performed (Valent & Ngazizah, 2021).

Constraints On Micro Teaching Implementation. The above project mapping is an analysis of obstacles students have had during performing micro teaching. Starting from the limited time of just 15 minutes, obstacles to the challenge of the students who are bored in the study, and the renovated room. Still, the hurdles were overcome successfully. Students were able to make good 15 minutes of micro teaching, starting with teaching, opening lessons, explaining material, and closing lessons. This corresponds with ardi research (2014), which suggests that micro teaching learning remains as real teaching but that it is micro, so easily controlled, that it includes all the components of learning (10-15 minutes of students, 10-15 minutes, limited materials, being focused on a particular teaching skill).

Students are also able to overcome students who are getting bored at learning by providing ice breaking like mild gymnastics to get students back to relax, give games, and so on. Then for the renovated issue of the micro teaching room, the study program has provided policies for performing micro teaching can be performed in the classroom, as there are no cameras in the classroom to record practice practice, so teachers of protection request students who do not perform the practice of recording using a mobile phone.

4. Conclusion and Suggestion

The conclusion obtained from the results of this study is that micro teaching practice in Accounting Education provides many benefits in preparing prospective teacher students, including providing a real picture of good and correct teaching procedures, improving student public speaking, improving student communication skills, and increasing student creativity. In this micro teaching practice, students are able to carry out practice well starting from the skills of opening lessons, mastering material skills, mastering class skills, making apperceptions, asking skills, motivating skills, evaluating skills, and closing skills. Although in carrying out the

practice there are obstacles, but students can solve them well and micro teaching practice is able to provide teaching experience to students before going directly to teach in the actual class.

There are several suggestions given by lecturers and students in the implementation of micro teaching in Accounting Education, namely the need for equalization of perceptions between lecturers and students before practice implementation, this is intended so that the implementation of micro teaching is carried out naturally or there is no setting in it. Because the lecturer feels that sometimes students make settings by asking for help from other students who do not practice, such as appointing who will answer questions, who asks questions, and so on. Then, students gave advice to the lecturers to teach more about how to master the class properly so that when practicing students can know the procedures and can do it well. In addition, both students and lecturers also hope that the renovation of the micro teaching room will be completed soon so that practice can be carried out comfortably and conductively.

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