

CHAPTER II

THEORITICAL REVIEW

This chapter discusses a review of the thesis's related literature. This chapter discusses relevant ideas and provides a review of previous findings.

A. *Amaliyah Tadris* (Teaching Practice)

Amaliyah Tadris comes from two Arabic syllables, namely the word *Amaliyah* and the word *Tadris*. *Amaliyah* is formed from the words '*amalun* and '*amila-ya'malu-'amalan*, which means to do, create, and practice. Then the word *Tadris* takes the form of the word *darasa-yadrusu-* which means to teach. Teaching practice is seen as a closed session designed to develop new skills and improve existing ones also known as teaching practice. The terminological meaning of *Amaliyah Tadris* is a learning activity in the form of teaching practice that must be carried out by students in the final grade of senior high school or equivalent as a form of teaching experience and educational theories that they have studied over a certain period of time (Amalina, 2021).

Teaching Practice as teacher training technique have been practiced worldwide (Imaniah, Al Manar 2022). Teaching Practice is an exceptional method used in teacher education programs, providing trainee teachers with valuable opportunities to develop and refine effective teaching strategies. It allows them to explore and enhance their teaching skills while promoting real-time teaching experiences (Imaniah, 2019). The term *Amaliyah Tadris* is very rarely used, because basically *Amaliyah Tadris* is more popular in Islamic-based schools or schools that are guided by the modern Islamic boarding school

curriculum. Teaching Practice can be conducted with a very small lesson or a single concept and a limited number of students (Imaniah, Al Manar 2022). It is a crucial course that all prospective teachers must take. Micro teaching, as a performance training method, is meticulously designed to isolate the component parts of the teaching process, allowing teachers to master each component individually in simplified teaching scenarios (Kurniawan & Masjudin, 2017).

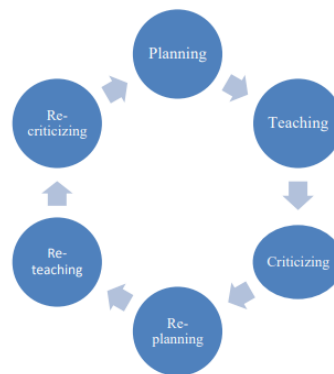
Guided practice is a powerful instructional technique for helping students understand procedural knowledge at a conceptual level (Marzano, 1992). This is a method where the teacher or instructor guides students through tasks or activities, helping and feedback throughout the process. The goal of guided practice is to provide direct examples and support students in mastering new skills or concepts before they attempt to do so independently, similar to the objectives of *Amaliyah Tadris*. The teaching practice is an activity oriented towards the organization of education and instruction in schools. It is very important for student teachers as a preparation for teaching, in order to convey knowledge and provide guidance to students. It is also crucial and determinant for the success or failure of the prospective teachers in their future roles. The teaching practice is conducted in the classroom, intended to train mental attitudes. During the teaching practice, the student teachers are continuously monitored and guided by their supervisors.

B. The Stages of Teaching Practice

There are some common techniques involved in the micro-teaching such as the steps that consisted of “plan, teach, criticize, re-plan, re-teach and re-

criticize” and has evolved as the core component in 91% of on-campus clinical teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a Preparation and Performance class, scope of content, and timeframe (Rohmah, 2021).

Micro teaching is a cycle which starts with planning. Laghari, Kakepoto, and Arshad (2021) shown in Figure, the process includes; Planning, teaching, criticizing, re-planning, re-teaching and re-criticizing



a. The Preparation on *Amaliyah Tadris* (Teaching Practice)

During the planning process, pre-service teachers are expected to develop a work outline, pedagogical materials, and lesson plans, while also ensuring their psychological readiness. They then deliver micro-lessons to actual students in a micro-class setting, which they have designed and organized themselves. The video recording will then be watched by preservice teachers after the teaching session. In the critique stage, pre-service teachers' micro lessons are reviewed, discussed, analyzed, and evaluated by Laghari, Kakepoto, and Arshad (2021).

Planning is the result of decision-making from deep thought regarding predictions of what will happen during the implementation of

an activity by finding alternative solutions that are effective and efficient (Mukni'ah, 2016). Planning is the beginning of an activity's implementation and serves as a guideline in carrying out the activity. The teaching and learning process are the most important part of all activities in schools. Therefore, the teaching and learning activities need to be planned as well as possible so that they can run smoothly and achieve the expected goals. One of the most important elements of the teaching and learning program is instruction, because within instruction there are activities of selecting, determining, and developing methods to achieve the desired teaching outcomes. The selection, determination, and development of these methods are based on the existing teaching conditions. This teaching and learning program activity is essentially the core of the teaching and learning program planning.

The planning of the *Amaliyah Tadris* program is a concept of the teaching and learning program itself, which is a design used for the teaching and learning program for students. Thus, the planning of the teaching and learning program involves determining and establishing the activities that will be conducted by the educator during the teaching and learning process. The planning of the teaching and learning program includes the preparation of teaching materials to be delivered to students, the use of learning media, and the strategies and methods to be used. In short, the planning of the teaching and learning program encompasses all the initial activities of the teaching and learning process that an educator must prepare before teaching to prepare students for the teaching and

learning program, both physically and mentally, so that they can overcome future problems and as a means of preparation for the program to be implemented. Before being deployed in the field, students must first make preparation as a provision for carrying out the teaching and learning program. The preparations carried out for prospective teachers, who are sixth-grade students, include several key activities. Firstly, they learn to create *I'dad* or Lesson Plans (RPP). They are then trained to implement these RPPs effectively. Additionally, they are taught to give appreciation to students, which helps in building a positive learning environment. Mastery of the material being taught is emphasized, ensuring they have a strong understanding of the subject matter. Classroom management skills are developed, enabling them to maintain a conducive learning atmosphere. Lastly, they are trained to determine the most effective methods for delivering the material, ensuring that their teaching is engaging and effective.

Based on this description, it can be concluded that each student teacher is able to create *I'dad* well after receiving guidance from their respective supervisors. Before the implementation of *Amaliyah Tadris*, each student must obtain the supervisor's signature as proof of correction. There are supervisors who must provide signatures in a column prepared by the *Amaliyah Tadris* exam committee.

b. The Implementation on *Amaliyah Tadris* (Teaching Practice)

The implementation of teaching and learning activities is the realization of the plans previously prepared by the teacher (teaching

programs or lesson units). The implementation of teaching and learning consists of two phases: (a) the planning phase, which includes selecting various teaching resources and choosing teaching strategies, and (b) the presentation phase, which involves applying the chosen resources and strategies. However, after these two phases are completed, it is necessary to evaluate the results to determine whether they meet expectations. To ascertain this, an evaluation of both the conceptual documentation and its implementation must be conducted.

Before the implementation of teaching, an educator must prepare to certain principles in teaching, which include: teaching should be based on the experiences already possessed by the students; knowledge and skills should be practical; teaching should consider the individual differences of each student; readiness to learn is crucial as a foundation for teaching; the teaching objectives should be known by the students; and teaching should follow psychological principles of learning. This stage is very important because it significantly impacts the success of the learning process. Introduction, main activity, and conclusion are crucial stages in the learning process. Each stage has a specific function and plays a role in achieving effective learning outcomes. In teaching process, the student will apply some system for completing the Teaching Practice, here are the steps: Introduction, Main Activity, and Closing (Mukni'ah, 2016).

a) Introduction

The introduction aims to create a harmonious relationship between teachers and students, as well as among the students themselves. The introduction is an initial activity in a learning session aimed at stimulating motivation and focusing the attention of students to actively participate in the learning process (Mukni'ah, 2016). Another goal is to condition the students so that they are ready to engage in learning activities. The introduction stage, also known as the pre-learning activity, is the initial stage before the main learning activity begins. Its primary function is to create a conducive atmosphere and prepare students for the upcoming learning process. This stage can include: Greeting, Prayer, asking questions related to the upcoming topic to refresh students' knowledge and spark their interest, providing motivation through relevant images or examples to spark students' interest and highlight the importance of the topic and explaining the learning objectives and essential competencies to be achieved, and provides a brief overview of the topic to be covered (Ruhimat, 2010).

Marzano argue that teachers can plan to reinforce positive attitudes and perceptions by writing a plan on what they will do to strengthen the first dimension of learning. The steps of planning guided by Marzano include several key actions to enhance classroom dynamics and student engagement. First, helping students feel accepted by the teacher is crucial, and greeting

students at the door every day sets a positive tone for the class. Second, making students perceive classroom tasks as valuable is essential. Explaining how tasks relate to their daily lives can foster a positive attitude towards learning. For example, Ms. Conklin realizes the importance of understanding her students' interests and believes that the extra effort will be worthwhile. Third, ensuring students are clear about classroom tasks is vital. Describing how tasks should look when completed or presenting models of completed tasks helps students understand their goals and what they are trying to achieve.

b) Main Activity

The main activities are the learning processes aimed at achieving Basic Competencies (Mukni'ah, 2016). Learning activities are conducted interactively, inspirationally, enjoyably, and challengingly, motivating students to participate actively. These activities provide ample space for initiative, creativity, and independence in accordance with the students' talents, interests, and physical and psychological development.

The main activities during learning are the main part of the learning process where lesson materials are delivered and various learning activities are carried out. At this stage, the teacher explains concepts, gives instructions, and guides students through exercises, discussions, practical work, or projects designed to develop students' understanding and skills. The main activities aim to

achieve the predetermined learning objectives and enable students to apply the knowledge they have learned.

c) Conclusion

The conclusion is the final stage of the learning process, where the teacher summarizes and reflects on the activity that has taken place. Its primary function is to reinforce students' knowledge and spark their interest in further learning. This stage can include as summarizing and concludes the material covered during the learning activity, highlighting the importance of the material and how students can apply it in their daily lives, assigning homework to reinforce students' knowledge and spark their interest in further learning leads the students in prayer to conclude the learning activity and seek guidance and blessings for further learning (Sani, 2020).

In summary, the introduction, main activity, and conclusion in learning are crucial stages that work together to achieve effective learning outcomes. Each stage has a specific function and plays a role in creating a conducive atmosphere, reinforcing students' knowledge, and sparking their interest in further learning.

c. The Evaluation on *Amaliyah Tadris* (Teaching Practice)

The evaluation in *Amaliyah Tadris* (Teaching Practice) is a crucial stage that is conducted to assess the quality and effectiveness of teaching practices carried out by students at Modern Islamic Boarding School. This evaluation is done with the aim of knowing the results of the

students' teaching practices that have been implemented and to improve the students' teaching skills (Nahar et al., 2022).

In the evaluation of *Amaliyah Tadris*, several key aspects are typically assessed. Firstly, the teaching methods are scrutinized, focusing on the strategies and approaches used by the practice teacher. Secondly, the materials taught are evaluated to ensure they align with the intended goals and curriculum. Thirdly, teacher behavior is observed, particularly how the practice teacher interacts with students, provides feedback, and handles any issues that arise. Lastly, the effectiveness of the writing used in the learning process is assessed to determine if it meets standards and enhances student knowledge. Peer teacher evaluation is used as a comparison and additional information, and the evaluation that determines the graduation of teaching practice participants. This evaluation is usually conducted by the Caretaker, mentor teachers, and peer teachers using indicators or evaluation aspects that have been determined. The results of this evaluation are used to improve students' teaching skills and to reinforce students' knowledge.

Amaliyah Tadris, or Teaching Practice, involves guided teaching exercises aimed at helping individuals develop their instructional skills within a specific timeframe, serving as a program requirement. Therefore, prospective teachers and current educators must be equipped with knowledge about the teaching profession, professional development, and classroom management. A prospective teacher can

be said to be good, because it has shown its skills in the classroom with the following indicators (Nahar et al., 2022).

C. The Advantages on Teaching Practice

A micro teaching session is much more comfortable than real classroom situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile and it provides skilled supervisors who can give support, lead the session in a proper direction and share some insights from the pedagogic sciences.

The presence of an expert supervisor who helps and guides the session in the right direction is a significant benefit of Practice Teaching (Reddy, 2019). This practice helps refine, hone, and master certain teaching skills through real teaching scenarios, improving teaching abilities and achieving certain competencies. It is practical for understanding and adapting required classroom behavior, increases the self-esteem of trainee teachers, and serves as an ongoing training method suitable for all career stages, benefiting both novice and experienced educators. Teaching Practice facilitates model demonstration of instructional skills, provides expert supervision and constructive feedback, and allows repeated practice without negative consequences for trainees or students. This process simplifies teaching by reducing the scale, offering deeper insight into the art of teaching, and accommodating the unique characteristics of prospective teachers. This involves shorter teaching sessions with fewer students,

breaking content into smaller units, and providing opportunities for replanning, reteaching, and reevaluation. Additionally, it examines teacher performance, highlights deficiencies, and helps manage discipline issues.

D. Modern Islamic Boarding School (*Pesantren*)

Islamic Boarding School (*Pesantren*) is one of the traditional Islamic education systems and the oldest non-formal institution that is characteristic of traditional Education in Indonesia. One of the characteristics of his early Education was the cottage whose learning process was done with a direct eye between the teacher or *kyai* and the students, focused on teaching religious science without including elements of general sciences (Pasi et al., 2020).

Darussalam Gontor Ponorogo Islamic Boarding School who considered the foundation of modernization in the 20th century, described Zarkasyi, did so by integrating the Islamic traditional system together with madrassas, integrating formal, nonformal and informal Education in *pesantren*, teaching religious and general science lessons in the classroom as well as morality, mental and work skills outside the classroom, to changing ownership status from private (foundation) to Waqf (Yasin, 2019). The modern Islamic boarding school model that is currently developing, which was inspired by K.H Imam Zarkasyi, one of the founders of Pondok Modern Darussalam Gontor Ponorogo, is what later adopted and combined traditional Islamic boarding school systems (salaf) and modern Islamic boarding schools (Alimah, 2021). One of the Islamic boarding schools that implements this system is Pondok Modern Darul Ihsan, which is located in

Payaman Village, Nganjuk Regency. This Islamic boarding school, which was founded in 1999, even though it uses the term modern boarding school, does not necessarily adopt the system at Gontor Islamic boarding school.

That *pesantren* is no longer based on the traditional Islamic education model in the form of *talaqqi*, and only reads *turath* books, as well as holsters at every opportunity or focuses solely on Islamic religious Education (Budianti & Pasi, 2022). The flow of modernization thinking thus gives a new color to the *Pesantren* system even with the same purpose as the discursion of Islamic Education in general, namely efforts that are not only oriented in the afterlife, namely forming a servant who is obedient to God, but also oriented to the worldly, who can face change and benefit for society (Alam, 2018).

There are many students from the different background that have some local language, such as Madura, Jawa, Betawi, Sumatra, Kalimantan and etc. live in the Modern Islamic Boarding School Darul Ihsan. In principle, characteristic or basic values, *Pesantren* remains an institution reading in the body of Islamic education thinking. The principle is *tafaqquh fi ad-dîn* and the principle is the creation of a perfect human being (*insân kâmil*) (Pasi et al., 2020). Its characteristics are *kiai*, mosque, dormitory, *santri*, and yellow book (*kitab kuning*). As for the basic values, he developed are Islamic religious values that develop in society.

Modern Islamic boarding school students exhibit a distinct appearance in their daily lives. Traditionally, Islamic boarding school students are known for wearing sarongs and caps for all activities. However,

modern students reserve these traditional garments for worship activities such as going to the mosque, reading the Quran, and other religious practices. In their everyday life, they wear pants, shirts, ties, shoes, and even coats for formal events such as studying, teaching, and official pesantren ceremonies.

Many pesantrens, including the Darussalam Gontor Islamic Boarding School and those affiliated with Gontor, share similar characteristics. One notable trait of Islamic boarding school students is their deep respect and reverence for their teachers or *kyai*. Historically, students wouldn't even dare to make eye contact with their *kyai*. However, with the evolution of the pesantren, the dynamic between students (*santri*) and *kyai* has changed. Nowadays, students engage in discussions with their *kiai* or *ustadz* on various topics. This shift is evident in many modern Islamic boarding schools and reflects the influence of a more open and democratic educational system (Izzah, 2016).

In summary, modern Islamic boarding schools combine traditional Islamic education with modern education systems to create knowledgeable and pious individuals. They have a strict curriculum and education system with place moral perfection as the main target in the Islamic education process.

E. PREVIOUS STUDY

The first previous study was “*Peran Dosen Micro Teaching Dalam Meningkatkan Kompetensi Pedagogik Dan Kompetensi Profesional Mahasiswa Semester 7 Program Studi Pendidikan Agama Islam Fakultas Tarbiyah IAIN Kediri*” by Nofia Juliana Setiya Putri (2020) with the aims to find out the role of micro teaching lecturers in improving competence pedagogy and professional competence of students in the 7th semester of the study program Islamic religious education at the tarbiyah faculty of IAIN Kediri and knowing the obstacles micro teaching lecturer during the micro teaching learning process. The research procedure uses descriptive qualitative research with a case study type of research regarding the role of lecturers in micro teaching improve pedagogic competence and professional abilities 7th semester student of the Islamic religious education study program, tarbiyah faculty IAIN Kediri.

The second study examined “*Implementation of Arabic Learning Through Micro Teaching Program at Babussalam Islamic Boarding School Langkat*” by Syamsu Nahar, Zulheddi, Syam’s Ismail Ghifari published in the journal Budapest International Research and Critics Institute-Journal (BIRCI-Journal) (2022). This research aims to examine and analyze the implementation of Arabic learning through the Micro Teaching program at the Babussalam Islamic Boarding School in Langkat. The focus areas include (1) the planning of Arabic learning, (2) the implementation process, (3) the evaluation methods, and (4) the factors that inhibit and support the Arabic learning strategy via Micro Teaching. This study employs a qualitative methodology, utilizing interviews, documentation, and observation for data collection.

Azkiyah Amalina (2021) conducted a study "*The Impact of Final Project of Teaching Practice to develop the Teaching English Reading skill for last grade at Baitul Arqom Islamic Boarding School, in academic year 2020/2021*". The focus of this research includes: 1) How the final project of Teaching Practice enhances the English reading skills of last-grade students at Baitul Arqom Islamic Boarding School during the academic year 2020-2021, and 2) How the implementation of basic teaching skills contributes to the development of the final project of Teaching Practice for teaching English reading skills to last-grade students at Baitul Arqom Islamic Boarding School in the same academic year. This study adopts a Qualitative Case Study approach, based on field research, and employs purposive sampling techniques. Data is collected from three sources: interviews, observations, and documentation. Data analysis follows the qualitative techniques of Miles and Huberman, and data validation is achieved through triangulation techniques and sources. The research concludes that the annual Teaching Practice program at Baitul Arqom Islamic Boarding School is guided by the "*Tarbiyah Amaliyah*" book, which standardizes teaching practices and includes strategies, methods, and the creation of Learning Implementation Plans (*RPP*). Additionally, the eight basic teaching skills components of the Teaching Practice program are implemented with guidance from supervisors.

This research and previous research are similar in that they both use qualitative descriptive methods. The author also has the same theory as the previous study. Several studies on the implementation of Teaching Practice have been conducted. Few studies are also carried out in universities, not senior high school on Islamic modern boarding school. The difference between previous

research and this research is in the subject matter. In this study an analysis of final project of *Amaliyah Tadris* (Teaching Practice) in teaching english for 12th grade at Modern Islamic Boarding School “Darul-Ihsan” Payaman Nganjuk is focused on *Amaliyah Tadris* (Teaching Practice) activities in the preparing the students to become teachers through *Amaliyah Tadris* (Teaching Practice).