



The Effect of Hidden Objective in the Concept-mapping & Coaching Method on Explaining Skills of Prospective Teachers

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Abstract

This study aims to analyze the effect of hidden objectives in the Introduction to Management lectures that use the Concept-mapping and Coaching method on explaining skills of prospective teacher students. This research is included in the development study. The study population was all students of introduction to management (non-Microteaching) in the Faculty of Teacher Training which consisted of two classes (PE-A 40 students as control class and PE-B 39 students as experimental class). This study used simple random sampling technique to determine 14 sample people from each class. Primary data were obtained from samples of two classes through observation in explaining skills, and then data were analyzed descriptively and in in analysis of Independent sample t-test. From the descriptive analysis, the average score of explaining skills of prospective teacher students in the experimental class was higher than the control class score. The results of the analysis of the t-test for equality test showed that there are convincing differences in explaining skills in prospective teacher students between the control class and the experimental class. Thus, the hidden objective in the Concept-mapping & Coaching Method in the lecture of Introduction Management can improve the better explaining skills of prospective student teachers. Suggestions from the results of this study are that other non-Microteaching lecturers in the Faculty of Teacher Training will use hidden objectives to accelerate mastery of student teacher teaching skills in an effort to support the realization of professional prospective teachers.

How to Cite

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INTRODUCTION

To get quality human resources, it is needed to have qualified teachers. That is, the teacher plays a strategic role in determining the quality of human resources so that the term of professional teacher becomes the main goal to be achieved both at the institutional and individual level. In Indonesia, the publication of the Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers Article 1 became a strategic legal milestone towards the importance of the existence of teachers. At the operational level, a number of teacher professional development programs have been carried out in order to achieve the term of professional teacher. The Teacher Certification Program has been implemented 11 years ago through the activity of PLPG (*Pendidikan dan Latihan Profesi Guru*) or Teacher Profession Education and Training through Government Regulation No. 74/2008, and then in 2017 it was replaced with the activity of PPG (*Pendidikan Profesi Guru*) or Teacher Profession Education in positions through Government Regulation No. 19/ 2017 which is still ongoing. Indonesia is not alone. In comparison, the British government reformed the rules on how to realize professional teachers through various means (Department for Education, UK, 2010). In this document there are rules for how teachers (who have worked) are trained and developed, and regulate the requirements for new teacher selection, which is the 3 best graduates. The explanation in this initial paragraph shows that the teacher is a necessary force in carrying out the education aspects of a nation through the competencies that must be possessed

The element of continuity of teacher competence is always related to professional teacher-producing institutions. At the college level, the institution producing professional prospective teacher students is entrusted to the Faculty of Teacher Training and Education. In practice, it is then carried out through a number of courses classified as pedagogic groups, including Microteaching lectures where the

ability of professional prospective teacher students is trained in the form of teaching practices to prepare prospective teacher students to have teaching skills.

When looking at its history, Micro-teaching as the beginning of knowledge began to be developed at Stanford University around 1963 (Setyawa, 2010), until now principally Microteaching material is concentrated on mastering teaching skills. Microteaching can be defined in various understandings. Prospective teacher students who take Microteaching lectures will find themselves in an appropriate way to develop teaching skills; a course that discusses or concentrates on teaching skills or teaching skills (Setyawa, 2010).

Microteaching has been applied in various purposes and fields of science and has been shown to have increased self-confidence (Bilen, 2015); proven to have improved understanding of teaching methods (Mahmud & Rawshon, 2013), and microteaching as an efficient technique for learning. Microteaching function is as an instructional provider of training facility, debriefing function before going down the field, and experimental function of experimental material (Hamalik, 2010). As a result, Micro-teaching is a course that plays a strategic role in the effort to produce professional teachers in their fields.

Ideal things and expectations from the implementation of Microteaching are not easily achieved. The problem arises when prospective teacher students practice teaching skills, which have been obtained during Microteaching lectures in the form of Field Experience Programs (now the program is called PLP - *Pengenalan Lapangan Persekolahan* or Introduction to Schooling Fields). The results of interviews with tutors about practical students obtained information on weaknesses in teaching skills. Among the various teaching skills that must be mastered, the average weaknesses of PLP students are in the explaining skills and classroom management skills. Noting the importance of prospective teachers mastering a number of teaching skills, the situation experienced by students of PLP practice

must be overcome. In connection with this, this study focuses on strengthening one teaching skill that is explaining skills.

The word "explain" in etymology means to convey material or make things clear (Winataputra, 2004). Regarding teaching skills, explaining skills are professional teacher skills related to the delivery of systematically organized information to show causal relationships and to be known by students (Farida, 2011).

Professional teachers need to master explaining skills at least because of three things: (1) increasing learning effectiveness; (2) helping students translate material from other reading sources; and (3) providing information on the shortcomings of student learning resources (which are not owned) (Suherman, 2013). Explaining skills are defined as the ability to present information verbally which is systematically organized to show a relationship with one another. For example, cause and effect. Submission of well-planned information presented in a suitable sequence is the main characteristic of explaining activities (Rusman, 2011). Whereas according to Asril (2012), the main feature of explanation skills is conveying well-planned information, presented correctly, and suitable sequences. Thus the teacher who is skilled at explaining is characterized by: the contents of the material according to the needs of the participants (planned), easily accepted by the participants, and the delivery is ordered (structured).

Usually the material that needs to be explained by the teacher in the learning process has been prepared. Components that need to be considered in order to meet the levels of explaining skills are: (1) Clarity of speech; (2) Complete with illustrations or examples; (3) Giving emphasis (sound) on material that needs attention and facial mimic and gesture; (4) accepting student feedback (Suherman, 2013; Winataputra, 2004).

Although there is only one teaching skill (explaining skills), in this research, it is attempted strengthening but this is very possible because in Microteaching lectures there

is also an isolation stage (Setyawa, 2010) where teaching skills are trained one by one to be mastered by prospective teacher students.

The idea of strengthening explaining skills for prospective teacher students is done by presenting the concept of hidden objectives applied to non-microteaching courses provided in the semesters before semester VI (during Microteaching lectures). It needs to be emphasized that the idea lies in 'adding goals' which are hidden objectives in the course that are attended by prospective teacher students before they take Micro-teaching courses. The hidden objectives are inserted in the lecture that aims to provide provisions early and build certain teaching skills so that prospective student teachers have known earlier, are accustomed/ trained to do skills.

The concept of hidden objective is closely related to the concept of hidden curriculum because hidden objective is a form of operationalization of the hidden curriculum (Kartikowati, 2018). The main characteristics of the hidden objective, the purpose is not written together with the real objectives that are generally stated in the learning objectives.

It should be explained that the hidden curriculum concept refers to unspoken values, behaviors, and norms that exist in the educational environment. Even though it is not disclosed but the hidden purpose can play a positive role as well as a negative role in the educational situation in the classroom (Venkateswarlu, and Basha, 2007).

When a teacher wants to use the hidden curriculum, the teacher must realize that the sentence, behavior or teaching method in the classroom will affect the learning outcomes (Aiptor, 2008). The teacher does not need to mention or write the hidden curriculum clearly to students. This is done to avoid manipulating student behavior during the learning process.

In this study, hidden objective accompanies real objective lecture that is Introduction to Management that use Concept-map and Coaching methods. The idea of inserting hidden objective into the idea being studied now

in the Introduction to Management courses in semester I or odd semester 201-20-2019. Lecture of Introduction to Management uses the Concept-mapping and Coaching method.

The Hidden Objective of Introduction to Management is attached to the application of the Concept-mapping & Coaching method whose achievements are realized in explaining skills. By applying the Concept-mapping & Coaching method, it is expected to develop explaining skills of students/ prospective teachers.

Based on the explanation in the previous paragraph, the purpose of this study is to find out and analyze the effect of the hidden objective of the Introduction to Management lecture on improving the explaining skills of prospective teacher students.

The Concept-map method is the main method that is assisted by Coaching in its use. The hidden purpose is attached to the correct use of the Concept-map and Coaching methods. Two methods - Concept-map and Coaching- are combined in such a way used in lecture design of Introduction to Management. The Concept-map method is a learning strategy that emphasizes the initial knowledge that students must have as a basis for developing students' thinking skills.

Concept-mapping is an important new innovation to help students to produce meaningful learning in the classroom (Trianto, 2013). Concept-map is inspired by Ausubel's cognitive assimilation theory which says that meaningful learning occurs easily when new concepts are incorporated into more inclusive concepts (if students are able to assimilate what they have with new knowledge).

The advantages of concept maps lie in the existence of inter-connections between concepts so as to give an overview of inter-connected concepts in which there are main concepts and complementary concepts. The complementary concept is associated with the main concept so that it forms a unified inter-connected concept. The main concepts and complementary concepts are obtained from certain reading material or can also be ob-

tained and constructed from past experiences that give added value to the meaning of new information.

Based on the opinions of several experts above, the researchers conclude that the concept-map is a learning strategy used to strengthen students' knowledge and understanding. Learning with concept-mapping strategies has its own features that allow learners to have labels that can know meaning between relationships. Interlinked images are a form of conceptualization or an important part of teaching material. The stages that have been passed in learning with concept-maps become knowledge which in turn will give reinforcement to students to express or explain.

A simple step in using concept-maps starts from (1) brainstorming, (2) determining the main concept, (3) writing and compiling the following concepts in an image, (4) connecting with lines, and (5) giving meaning to the relationship.

Furthermore, the word Coaching is often used in the discussion of training activities. The word coaching itself is generally defined by Whitmore (2009) cited by Norasmah (2017) as 'unlocking a person's potential to maximize their own performance'. It is helping them learn rather than teaching them'. Coaching is a process that enables learning and development to occur and thus performance to improve (Yossi Ives, 2008). From the two definitions above, it can be seen that the characteristics of a coaching is a learning and development process that occurs with the aim of improving performance due to the opening of one's potential (coachee) through a process that is not teaching but a process of helping learning. So coaching is not giving material but guiding how a material is understood. With this definition, the application of coaching can occur in various fields of activity, such as business and health, including in the field of education.

Coaching in education, according to Norasmah (2017) aims for someone to be able to explore (something he wants to understand) and achieve acceleration in understanding so-

mething. Why is this Coaching important to discuss? Nancy A. & Susan T. (2016) conducted coaching research in the field of education and concluded that teachers who took part in the coaching session had an impact on the positive changes in student learning achievement rather than teachers who did not take coaching sessions. That is, professional development through related coaching (peer coaching) is significantly with teacher efficacy, student learning achievement and teacher trust so as to improve their ability to influence student achievement. With such characteristics, coaching is conducted outside the lecture. It is usually at the beginning with almost half an hour of time allocation

Linking a number of paragraphs about concepts - hidden objective, skills of explaining, and Concept-map and Coaching methods. the purpose of this study is to conduct empirical studies of the use of the Concept-map and Coaching methods to know the effect of hidden objective inherent in the Concept-map method and Coaching on explaining skills of students/ prospective teachers.

METHODS

This research is included in the type of development research in which there are quantitative and qualitative analyses. In this development research, there are two main activities, namely development design, and design implementation. The stages of the research are (1) Randomly determining the experimental class and the control class from the study population, with the results of the PE-A class as the control class, and the PE-B class as the experimental class; (2) Development design, namely developing devices and lecture syntax of Introduction to Management using Concept-maps and Coaching methods that insert hidden objective, namely 'skills of explaining' for the experimental class. In the control class, conventional methods are treated with assignments giving explanations or steps where students explain the material that has been studied.

The research subjects were students (prospective teachers) who took a lecture of Introduction to Management in semester 1, which included 2 classes, namely PE-A class and PE-B class each of 39 people. The PE-A class as the control class and PE-B as the experimental class were determined randomly. In this case, the number of research samples (students who performed to give explanation) was obtained in accordance with the allocation of 100 minutes per meeting.

The variables in this study were (a) skills of explaining, and (b) Hidden Objective in the Concept-map and Coaching Methods. The explaining skill data was collected by using observation sheets in the experimental class and the control class on 8 indicators, namely: speech clarity, easily understood words, inserting examples/ illustrations, relevant/ contextual, sequential/ structured delivery, emphasis on (sound) in explaining, emphasis on (gesture) to strengthen his speech, and eye contact to all classes/ students when explaining.

Data on Hidden Objective was collected by using observation sheets for lecturer activities when lectures took place using the "concept-map method and Coaching by inserting hidden objective" with syntax like the following: (1) Lecturers convey competencies to be achieved; (2) The lecturer presents sufficient material; (3) The lecturer asks about the level of student understanding about how to use Concept-mapping; (4) Lecturers provide motivation; (5) Lecturers ensure classes sit in group formation; (6) The lecturer ensures the material students have in accordance with the source of the material discussed; (7) The lecturer assigns each group to start working on the concept map; (8) The lecturer assigns each group to make a narrative between the branches/ twigs, the lecturer goes around; (9) The lecturer assigns a number of students to give an explanation referring to the concept map (the results of the discussion); (10) Lecturers debrief (students make corrections to the presentation of each group); (11) Inviting students to formulate some material conclusions.

Eleven lecturer activities are a combi-

nation of Concept-mapping and Coaching methods. Coaching activities were carried out before lectures by teaching assistants, and the results of Coaching are listed in steps 3, 5, and 6. To answer the purpose of this study, the research data that has been collected is processed by using SPSS version 22. In this case, descriptive analysis and independent samples t-test analysis are used. Descriptive analysis to obtain information on comparison of mean scores of explaining skills of prospective teachers in two classes (experimental and control class). While the analysis of independent samples t-test to get information about the differences in mean of explaining skills between the experimental class and the control class. The results of these two analyses are used to analyze the effectiveness of hidden objectives in the Concept-map & Coaching method in developing explaining skills of prospective teachers.

RESULTS AND DISCUSSION

Before the limited trials were carried out, the research team carried out the preparation phase, namely: (1) compiling research instruments which included: lesson plans from two topics tested, observation sheets for lecturer activities on the implementation of lectures using the concept-mapping and coaching methods, and Observation sheet. Explaining Skills of prospective teacher students to measure the hidden objective, namely skill of explaining - in the experimental class and control class; (2) preparing the parties involved in the trial process, namely students who took the lecture of Introduction to Management- experimental class and control class; (3) preparing two material topics that were imposed on the experimental class and the control class. The implementation schedule was adjusted to the lecture schedule of Introduction to Management, which is the 3rd week with the material of Level and Skills Management, and the 4th week with the material of the History of Management Evolution.

The two classes involved in the research process were the experimental class and the control class. In the experimental class, the learning process used the Concept-mapping and Coaching method; while the control class did not use those methods, but at the end of each lecture session, two classes were observed to explain the respondent's sample skills. Not all students were observed but those who were considered to represent the class, there were 14 of each class for 2 treatments.

Furthermore, it is necessary to explain that the explaining skills of students from the two classes were measured from 8 indicators (each with a score of 1 to 4). Thus explaining skills have a minimum score = 8 and a maximum score = 32. The explaining skill data was obtained in 2 classes (control and experimental) of 2 meetings in the Introduction to Management lecture with each of the 8 students (1st treatment) and 6 students (2nd treatment) or each class as many as 14 students. Specifically the explaining skills of students in the control class, descriptively the results as in Figure 1.

Figure 1 shows the explaining skills of the majority control class students (87.50%) are in the 'low' category; some are even 'low' (6.25%). Even though there are those who have teaching skills in the 'high' category, but the number is very small (6.25%) and no explaining skill score is found in the 'very high' category.

Furthermore, the explaining skills in the experimental class, the results are listed in Figure 2. Figure 2 shows that the majority (66,670%) of students in the experimental class achieved the skill of explaining in the 'high' category, even at 12.50% in the 'very high' category. Although there are those that are in the 'low' category, the numbers is relatively small (20.83%), and there are no students with the 'very low' category.

In the analysis of differences of explaining skills of students who take the Introduction to Management lectures imposed on two separate classes - namely the control class and the experimental class, each with 14 students,

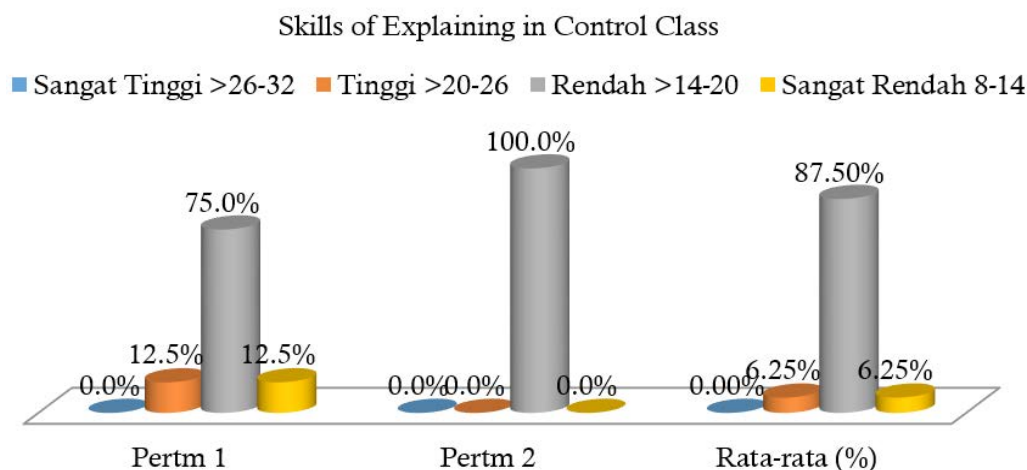


Figure 1. Explaining Skills of Students in Control Class, Meeting 1, 2, and Average Scores
Source: Processed Secondary Data (2018)

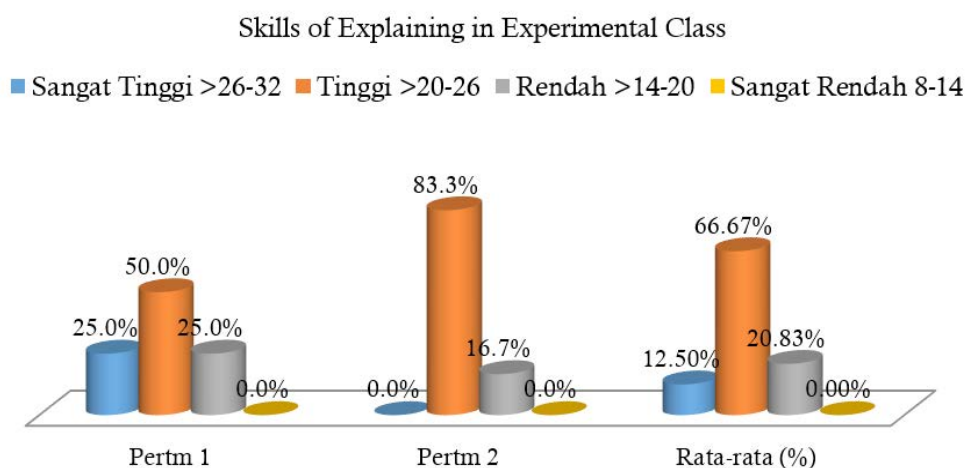


Figure 2. Explaining Skills of Students in Experimental Class, Meeting 1, 2, and Average Scores
Source: Processed Secondary Data (2018)

the results of different tests are listed in Table 1.

Table 1. Average Score, Standard Deviation, and Average Error Standard

	Group	N	Mean	SD	SE Mean
Skills of explaining	Experi-mental Group	14	24,64	2,649	0,708
	Control Group	14	18,14	2,316	0,619

Source: Processed Primary Data (2018)

Based on Table 1 it can be explained that the study was conducted on 28 people, which included 2 classes, each consisting of 14 students. From the two classes, the experimental class students obtained a score (24.64), this was higher than the control class score (18.14). That is, the experimental class has 'higher' explaining skills than the control class.

Furthermore, to test whether the high difference in explaining skill scores was caused by the treatment given by the researcher, namely using the Concept-mapping and Coaching method, independent samples t-test were conducted (using SPSS version 22), the results of which are listed in Table 2 below.

Table 2. Independen Sampel T-test of Concept-map and Coaching Method

	F	Sig	t	Sig (2-tailed)
Equal var-	0,281	0,600	6,912	0,000
Skills of explaining	Equal varian		6,912	0,000
	not assumed			

Source: Processed Secondary Data (2018)

Because this study includes 2 separate classes, before analyzing the different tests first it is necessary to do a variance homogeneity test between the control class and the experimental class. From the table above the variance homogeneity test (Leven's Test) shows both classes (experimental and control) had HOMOGEN data variants. This is indicated by the acquisition of a Sig value of $0.600 > 0.05$ (given tolerance of 5%).

Based on the results of testing the variance of the distribution of the two classes it shows homogeneous results, then the analysis of independent t-test used the test of the average means of two homogeneous separate classes (Equal variances assumed) or using formulas in the same variant (top level). Through the t-test for equality of Means, two homogeneous separate classes (Equal variances assumed) are obtained sig (2tailed) values of $0,000 < 0,05$ (tolerance of 5%). This means that there is a convincing difference in 'explaining skills' between the control class and the experimental class.

Based on the results of the analysis, it can be concluded that the use of the Concept-mapping and Coaching Method in lecture of Introduction Management can produce better explaining skills for students/prospective teachers. That is, students/prospective teachers in explaining a concept are measured according to eight indicators. Furthermore, it can be determined that 'the use of the Concept-

mapping and Coaching method in the lecture process of Introduction to Management can assist Micro-teaching subjects, especially in skills of explaining.

From the explanation of the results of using the Concept-mapping and Coaching method with two treatments indicated from the 'explaining skills' score on the basis of descriptive analysis in 2 classes (control and experiment), it can be seen that the experimental class has 'higher' explaining skills than the class control. It can also be explained that the experimental class score (24.64) is higher than the control class score (18.14).

Through the statistical calculation of the t-test with the variance of the distribution of the data of the two homogeneous classes, the analysis of independent t- tests used the test of the average means of two homogeneous separate classes (Equal variances assumed) or used formulas in the same variant (top level). Through the t-test for equality of Means, this means that there are convincing differences in skills of explaining (significant) between the control class students and the experimental class. The experimental class with Concept-mapping and Coaching methods that measured the achievement of hidden objective convincingly has contributed to teaching skills especially in skills of explaining.

If the results of the narrative are examined further by looking at changes in the experimental class in two treatments, information is obtained about making changes in indicator scores, namely: (1) Inserting examples or illustrations in explaining. In this indicator, students in the experimental class get an increase in scores from the 'high' to 'very high' category. That is, by carrying out the Concept-mapping and Coaching method, there is an increase in scores on the explaining skills, especially in terms of the ability to accompany examples. Likewise happened to indicators (2) eye contact on all classes and students when giving explanations, students in the experimental class get an increase in scores on this indicator from the 'low' to 'high' category. In these two indicators, the concept of 'confiden-

ce' needs to be discussed regarding the explaining of someone who is able to explain that he tends to have confidence. This is very relevant to Concept-map excellence, namely students are accustomed to thinking about 'connection', and organizing their thinking in a systematic context of releasing key concepts (Kilic, 2013). This is also reinforced by the role of 'coaching' which is preparing students to use Concept-map (Nurasmah, 2017).

Two enhancements to the aspect score 'inserting an example / illustration when explaining' and aspects' of eye contact across classes / students when explaining give a small conclusion that the hidden objective in the lecture of Introduction to Management that applies the Concept-mapping and Coaching methods has an effect on the score of skills of explaining.

When associated with the purpose of this study with the lecture on Micro-teaching, the results of this study have empirically proven the effect of the existence of hidden objective on the development of teaching skills of prospective teachers. This empirical finding in this study has provided a fragment of findings about solutions to conceptual constructs that present curriculum concepts, hidden curriculum, and hidden objective.

CONCLUSION

In an effort to develop human resources, Faculty of Teacher Training is a unit/institution within the university having tasks to produce professional prospective teachers. Optimizing the implementation of these tasks is carried out by the subject of Micro-teaching Practice, whose implementation is seen in the mastery of students/ prospective teachers in aspects of teaching skills. The idea is to use the hidden objective in a particular lecture, which is offered before the Micro-teaching course, with a specific learning model so that one particular teaching skill can be achieved. In this study, the hidden objective of "skills of explaining" from the Introduction to Manage-

ment course using the Concept-mapping and coaching method was measured by its empirical results. By applying the trial limited to two different classes (experiment and control). it is known that the experimental class has 'higher' explaining skills than the control class. It can also be explained that the experimental class score (24.64) is higher than the control class score (18.14). Through the t-test for equality of Means, two homogeneous separate classes (Equal variances assumed) are obtained sig (2tailed) values of 0,000 <0,05 (tolerance of 5%). This means that there is a convincing difference in 'skills of explaining' between the control class and the experimental class.

Based on the results of the analysis, it can be concluded that the use of the Concept-mapping and Coaching Method in lecture of Introduction Management can produce better skills of explaining for students/ prospective teachers. That is, students/ prospective teachers in explaining a concept are measured according to eight indicators. Furthermore, it can be determined that 'the use of the Concept-mapping and Coaching method in the lecture process of Introduction to Management can help Micro-teaching subjects, especially in skills of explaining.

Limited trial results using hidden objective in Introduction to Management course, which use the Concept-mapping and Coaching method, through two-class trials, have proven that there is an achievement skill (skills of explaining). With that achievement, it is suggested to the curriculum development unit, on the faculties and departments, to consolidate the role of the hidden objective, and introduce this idea to encourage lecturers who can potentially apply the hidden objective.

Furthermore, the hidden objective needs to be included in the learning design/ plan along with the real objective. By writing a hidden objective in the lecture plan, the hidden objective will get more attention from the lecturer and be responsible for the achievement of the hidden objective.

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