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### Basic Skills Training Strategies for Santri to Carry out *Amaliyah Tadris*

Tita Ulandari<sup>1✉</sup>, Kusen<sup>2</sup>, Deriwanto<sup>3</sup>, Elce Purwandari<sup>4</sup>

Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia<sup>1,4</sup>

Pascasarjana IAIN Curup, Indonesia<sup>2,3</sup>

e-mail : [titaulandari23@gmail.com](mailto:titaulandari23@gmail.com)<sup>1</sup>, [kusenpasca1968@gmail.com](mailto:kusenpasca1968@gmail.com)<sup>2</sup>, [deriwanto@iaincurup.ac.id](mailto:deriwanto@iaincurup.ac.id)<sup>3</sup>,  
[purwandari.elce@gmail.com](mailto:purwandari.elce@gmail.com)<sup>4</sup>

#### Abstrak

*Amaliyah tadris* adalah praktik mengajar atau istilah modern saat ini yaitu disebut dengan *microteaching*. Penelitian ini bertujuan untuk mengetahui strategi pelatihan kemampuan dasar pada santri untuk melaksanakan *amaliyah tadris*. Tempat penelitian di Madrasah Aliyah (MA) Darul Islah Kota Lubuklinggau, MA Darul Islah merupakan sekolah formal dari Pondok Pesantren Al-Azhaar Kota Lubuklinggau. Subjek penelitian adalah 1 orang mudir, 1 orang kepala MA Darul Islah, 1 orang *project officer Niha'ie*, 1 orang guru tarbiyah, 1 orang ketua panitia *Niha'ie*. Metode yang digunakan pada penelitian ini adalah metode kualitatif. Teknik pengumpulan data berupa observasi, wawancara dan dokumentasi. Hasil penelitian diketahui bahwa strategi pemberian kemampuan dasar melalui *amaliyah tadris* sudah sangat baik. Seperti membuat rancangan pembelajaran dengan menggunakan metode, selain itu santri diuntut untuk menguasai kompetensi yang harus dimiliki oleh seorang pendidik. Penelitian ini baru, karena belum pernah sebelumnya dilakukan di MA Darul Islah Kota Lubuklinggau. Kontribusi penelitian dapat memberikan pemahaman bagi sekolah/madrasah lain yang ingin melaksanakan program *amaliyah tadris*, memberikan referensi bagi peneliti lain yang ingin melakukan penelitian terkait *amaliyah tadris*.

**Kata Kunci:** Strategi, Pelatihan Kemampuan Dasar, Amaliyah Tadris

#### Abstract

*Amaliyah tadris* is a teaching practice or a modern term today, which is called *microteaching*. This study aims to determine the basic skills training strategies for students to carry out *amaliyah tadris*. The research location is at the Darul Islah Madrasah Aliyah (MA), Lubuklinggau City. The research subjects were 1 mudir, 1 head of MA Darul Islah, 1 *Niha'ie* project officer, 1 tarbiyah teacher, and 1 chairman of the *Niha'ie* committee. The method used in this study is qualitative. Data collection techniques are in the form of observation, interviews, and documentation. The results of the study revealed that the strategy for providing basic skills through *amaliyah tadris* was very good. Such as making learning plans using methods, besides that students are required to master the competencies that must be possessed by an educator. This research is new because it has never been done before in MA Darul Islah, Lubuklinggau City. Research contributions can provide understanding for other schools/madrasas who wish to carry out the *amaliyah tadris* program, and provide references for other researchers who wish to conduct research related to *amaliyah tadris*.

**Keywords:** Strategy, Basic Skills Training, Amaliyah Tadris

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✉ Corresponding author :

Email : [titaulandari23@gmail.com](mailto:titaulandari23@gmail.com)

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## INTRODUCTION

Quality education is needed to create intelligent and skilled human resources. Education is a planned conscious effort carried out by the teacher to be able to optimally develop all the potential of his students. Education is an effort to form a generation with character, knowledge, and skills. This effort is not easy, unless students are in quality madrasahs. Madrasahs not only have a good vision, but also have good principals, teachers, facilities, environment and curriculum. One of the characteristics is that madrasah and students have achievements in the academic field, both at the national and regional levels (Musfah, 2018). Therefore, in order for madrasahs to be able to compete at the regional and national levels, madrasahs must pay attention to human resources. Through increasing good human resources, madrasahs must also pay attention to the academic side. Madrasah academics must be well structured, so that madrasah academic goals in creating quality students can be implemented, therefore madrasahs must have a strategy on how to improve quality in developing good and quality learning so that it can compete with other schools. In general, the strategy has the meaning of an outline of the direction to act in an effort to achieve the goals that have been determined. In relation to teaching and learning, strategies can be interpreted as general patterns of teacher and student activities in realizing teaching and learning activities to achieve the goals outlined. While there are four basic strategies in teaching and learning, namely identifying and establishing specifications and qualification changes in the behavior and personality of students as expected, choosing a teaching and learning approach system based on aspirations in the view of people's lives, selecting and establishing procedures, methods and teaching and learning techniques that are considered the most appropriate and effective so that it can be used as a guide by the teacher in carrying out his teaching activities (Djamarah & Zain, 2018). In teaching and learning activities, children act as subjects of learning activities. Therefore, the core of the teaching process is none other than the learning activities of students in achieving teaching goals. Teaching objectives can of course be achieved if students try actively to achieve them, the activeness of students is not only demanded from a physical perspective, but also from a psychological perspective. If only the child is physically active, but his mind and mentality are less active, it is likely that the learning objectives will not be achieved. Even though learning is essentially a change that occurs in a person after the end of a learning activity. Although in reality not all changes are included in the learning category, for example, physical changes, drunkenness, madness, and so on (Djamarah & Zain, 2018).

*Amaliyah tadaris* derived from Arabic which consists of two syllables *amaliyah* and *tadaris*. The word *amaliyah* itself comes from the word 'amalun with wazan 'amila-ya'malu-'amalan derived from wazan fa'ila-yafalu-fa'lan which means to make, do, do, practice and act. Whereas *tadaris* has the form of wazan darasa-yadrusu-darsan which is a derivative of wazan fa'ala-yafulu fa'lan which means teaching or teaching. So, in terms of *amaliyah tadaris*, namely teaching practice activities that must be carried out by final grade students of MA/SMK equivalent as a form of educating and teaching theory realization that is learned by students from class X to class XII or class VII to class XII in a room. certain scope and certain rules as well. It is undeniable that the term *amaliyah tadaris* itself is rarely used, because usually the term *amaliyah tadaris* is better known in Islamic-based schools, say schools that adhere to the modern pondok curriculum. In Indonesian, *amaliyah tadaris* means teaching practice, in which teaching practice is usually carried out by university students of the faculty of education. It's the same as *amaliyah tadaris*, only the name is different, in higher education the practice of teaching is better known as micro teaching. Micro teaching comes from two words, namely micro means small, limited, narrow and teaching means learning. In terms of terminology, micro teaching is defined in different editorials, but has the same substantive meaning. Based on the explanation above regarding micro learning. *Amaliyah tadaris* or often known as microteaching is a method that has been used since the 1960s in teacher education and other learning environments. The application of this method shows that the behavior of

teachers in classes in the education, medicine, and anthropology departments has a very strong microteaching influence, and this is able to develop teacher behavior in a good learning environment. The microteaching method can be used to function at the level of prospective teacher education, teacher appointments, and in-service programs (Padmadewi et al., 2017). Microteaching is an absolute requirement for prospective teachers to gain experience standing in front of the class and to practice the ability to act as an educational administrator, both inside and outside the classroom (Apriani et al., 2020). Basically micro-teaching is a performance-based learning method whose technique is carried out by training the components of basic teaching competencies (teaching skills) in the learning process so that prospective teachers are truly able to master each component one by one or several components in an integrated manner in a learning situation, which are simplified or minimized in terms of the aspects of learning components, student materials, and time (Wahyuningsih et al., 2022). Microteaching aims to form and develop basic teaching competencies as a provision for teaching practice (real-teaching) in schools/educational institutions (Pratama et al., 2020). The practice of teaching, even though it is an exercise, is essentially teaching too. To describe the purpose of this teaching practice, the starting point is the definition of teaching practice itself, as the author quoted above. Based on the definition of teaching practice, there are 2 things that are the goal of teaching practice.

So that a prospective teacher has the skills to teach lessons to his students. What is meant by skills here is a person's agility and ability to carry out tasks properly and successfully in addition to his ability to master problems that will be conveyed to other people, and skills here do not just come as soon as teaching practice, as well as being skilled in teaching. But it must go through its own maturity and abilities. So to get a skill in teaching, of course there are conditions that must be met first by a prospective teacher. These requirements can be divided into 2 broad outlines, namely physical readiness and non-physical readiness. Physical readiness A prospective teacher, before plunging into the arena of teaching practice, then physically he must be really convincing, that is, his appearance (performance) must really show the authority of a teacher. In terms of physical readiness, there are several things that need to be considered, including: a truly healthy body condition, neatness and cleanliness that is always clearly visible, and outward attitudes that are reasonable and not artificial. While the non-physical readiness of a prospective teacher to be ready and able to teach lessons, namely: good mastery of material, steady mastery of teaching methodology, mastery of communication techniques with others (in this case communication techniques with students). For a prospective teacher, Through teaching practice, they can contribute and develop their knowledge in accordance with their profession. A prospective teacher who carries out teaching practice must really understand his duties, that in essence teaching practice is the same as teaching. For a prospective teacher in teaching practice, in addition to gaining skills, the arena of teaching practice must be used as a forum for contributing and developing knowledge, in accordance with the expertise and profession they have. So for a prospective teacher who carries out teaching practices that must be internalized properly in order to contribute and develop knowledge. The pre-conditions are: mental knowledge and mental dedication. Mental science, meaning that a prospective teacher must have a mental attitude as a scientist, where without a doubt, must always be ready at any time to contribute knowledge. Mental dedication, meaning that a prospective teacher must be truly a dedicated person. He continued to faithfully carry out his teaching duties even though it was only teaching practice, even though he did not receive an adequate salary or honorarium. The mental attitude of dedication for a prospective teacher is absolutely necessary, because without a dedicated mental attitude, it is impossible for someone to be able to contribute and develop knowledge to others (including students). Thus, if a prospective teacher who practices teaching already understands and really appreciates what the purpose of teaching practice is,

*Amaliyah's* goal, according to Ahmad Sarbi, is to prepare prospective teacher students to fully face teaching work in front of the class by having the knowledge, skills, skills and attitude as a professional teacher. As for the Specific Instructional Objectives: after participating in the Microteaching program student

teacher candidates are expected to: be able to analyze the teaching behavior of their peers and themselves, be able to carry out special skills in teaching, be able to practice various teaching techniques correctly and appropriately, be able to create a good teaching-learning situation effective, productive and efficient, and can behave professionally as a teacher.

The benefits of *amaliyah tadris* for a teacher/instructor after knowing about what the purpose of teaching is and why he teaches, it is also absolutely necessary to know about what is the use of teaching. For a knowledgeable Muslim, it is true that one's knowledge must be taught to others. He must sincerely be obliged to convey to others everything that Allah SWT commands and everything that Allah SWT prohibits. A Muslim teacher must be aware that knowledge cannot be kept secret at all, it cannot be thought about, knowledge belongs to all. Everyone may take and own and use it. Therefore people who are knowledgeable, must also be open to anyone. If someone asks to be taught a science then a teacher/instructor must teach him/her as well as possible. Usefulness for a teacher in carrying out his teaching duties: teaching is used to maintain glory, honor and self-safety in order to avoid the curse of Allah SWT. kindness given, so that a teacher is able to make himself a role model for his students. For this reason, high discipline is absolutely necessary so that teachers are always consistent and consistent with what is being taught. and self-safety in order to avoid the curse of Allah SWT, by teaching means that a teacher participates in instilling and cultivating good character traits for his students in accordance with the good teachings given, so that a teacher is able to make himself a role model for his students. For this reason, high discipline is absolutely necessary so that teachers are always consistent and consistent with what is being taught. and self-safety in order to avoid the curse of Allah SWT, by teaching means that a teacher participates in instilling and cultivating good character traits for his students in accordance with the good teachings given, so that a teacher is able to make himself a role model for his students. For this reason, high discipline is absolutely necessary so that teachers are always consistent and consistent with what is being taught.

The results of a preliminary study of ustadz and ustadzah at the Al-Azhaar Lubuklinggau Islamic Boarding School found that there are still teachers who teach not according to their expertise or major, there are teachers who are less competent in their subjects, there are still teachers who play cellphones in the learning process resulting in less than the maximum in the learning process. learning, the lack of teacher readiness in delivering material results in teachers often getting angry in the learning process even though the failure of educators in delivering teaching material is always not due to a lack of mastery of the material, but because they do not know how to convey the subject matter properly and precisely so that students can learn with a fun and exciting atmosphere, then educators need to have knowledge of learning approaches and techniques by understanding good and appropriate learning theories (Tazali, 2017), often teachers only give assignments to students resulting in students not understanding in learning, and teachers are often late for class so that it causes a lack of giving learning material. Based on the problem of *amaliyah tadris* above, it results in being an example for class XII students in practicing *amaliyah tadris*. Therefore, there is a need for guidance/training related to the teaching abilities of prospective teacher students according to the curriculum. Efforts to improve the quality of learning through the basic skills of teaching students of prospective teachers require a treatment through training/guidance activities (Putra et al., 2020). The training is carried out through *amaliyah tadris* activities.

The things that are done to overcome these problems so that class XII students are not followed are groupings in the making of 'idad or lesson plans and being given a supervisor who is competent in their field, must consult their *Maddah* teacher or the supporting teacher to find out the method or ways teach in this lesson. and tested by the supervisor before advancing or practicing *amaliyah tadris* so that it is tested for readiness and mentality. In following *amaliyah tadris* a student gets the opportunity to develop basic teaching skills on how to use and manage time effectively, and conclude lessons. Good basic teaching skills will make

learning more effective (Afdillah et al., 2022). Through *amaliyah tadrîs*, class XII students' skills in managing classes increase. They gain the skills to choose and decide the right activities to do in learning, design learning objectives, and overcome difficulties encountered during the process. To improve the quality of learning, a student who will take part in *amaliyah tadrîs* must be able to master learning material and manage a class in the learning process. This mastery is obtained through theory and exercises carried out for one week from the first day of attending the briefing to conducting material guidance until the last day, namely practicing *amaliyah tadrîs*.

MA Darul Islah, Lubuklinggau City, implements a *tadrîs amaliyah* activity program, in other words, namely teaching practice activities. This program is held as a means of developing self-confidence and experience to continue on to tertiary education, as well as to realize the educational and teaching theory that students in class XII learn, especially in terms of teaching, so for class XII students before the end of the school year there are always activities teaching practice (*amaliyah tadrîs*). This *tadrîs amaliyah* activity is a school program that must be attended by all class XII students, who will end their study assignment at MA Darul Islah Lubuklinggau City. It is hoped that students will have the ability to be involved in the world of education and teaching, especially in society in the future. The *amaliyah tadrîs* program is mandatory, because all alumni are expected to be involved in the world of education. If in MA Darul Islah it is called *amaliyah tadrîs*, then Al-Barokah modern Islamic boarding school calls it the practice of microteaching for final students of *Kulliyatul Mu'alimin Al-Islamiyyah* (KMI) (Chotimah et al., 2021). The Micro learning strategy is a simple variation of the "micro" learning approach intended to provide prospective teachers and teachers with hands-on learning experiences. The experience in question is for each basic teaching ability. A second interpretation of microteaching is that it is a method of skills training or teaching practice on a small or limited scale. All of them are the implementation of the curriculum which includes three aspects, namely the planning of the learning process, the implementation of the learning process and the assessment of the learning process. These three aspects are obtained through practice or teaching exercises aimed at developing teaching abilities and skills which involve the realization of basic teaching skills in class, lesson planning, and assessment (Isda et al., 2022)

Several studies have examined the *tadrîs* basic skills training strategy, but with different objects and focuses. Some of them are as follows: First, the implementation of the micro teaching program / way of teaching micro teaching is an effort to improve the quality of learning, an educator and prospective educators must be able to master the materials and governance of a class in the teaching and learning process. Through micro-learning, skills formation can be carried out systematically starting from understanding, planning, observing to demonstrating and then continuing with tiered training. The basic skill of teaching is a skill that requires programmed training to be able to master it. So that learning can run well and optimally. Second, that the character of responsibility and discipline has a dominant role in this *tadrîs amaliyah* activity. The procedure for implementing *amaliyah tadrîs* in general consists of three stages, namely planning which includes making *i'dād* and consulting the supervising teacher. The implementation is divided into two stages, namely the implementation of *amaliyah tadrîs* for large and small groups with a different number of members. Naqd (feedback) which is also divided into two stages, namely large and small groups. The naqd activities themselves are also carried out in two places, namely inside the classroom and also outside the classroom. Third, the researcher examined whether there was an effect of this micro teaching value on teaching abilities during PPL. The results of this study were that there was no positive relationship between the value of micro teaching and the ability to teach PPL undergraduate students of the *Tadrîs Biology Study Program Batch 2010 Faculty of Tarbiyah and Teacher Training IAIN Walisongo Semarang*. This is indicated by the 5% level reaching 4.17 and at the 1% level reaching 7.56% and greater than the  $F_{reg}$  thus the initial hypothesis says that there is a positive relationship between the value of micro teaching on the ability to teach PPL practice of

undergraduate students of the 2010 Tadris Biological Study Program. Faculty of Tarbiyah and Teacher Training IAIN Walisongo was rejected. Fourth, in this study, Auliah discussed the skills of FAI Muhammadiyah University Surakarta students in micro teaching in the UMS FAI laboratory and its implementation. The results obtained show that the skills of semester VI students in preparing lesson plans (RPP) are said to be good because: a). in determining the formulation of learning objectives by looking at the material to be taught so that it can determine the content and targets to be achieved, b). can determine the material according to the achievement of goals and in selecting learning resources, c). Conducive learning atmosphere, d). use the media according to the situation and conditions, e). determine the assessment according to the RPP procedure. As for the implementation, students practicing micro teaching are good, but there needs to be improvement with lots of practice in front of the mirror according to messages from their friends or lecturers. Fifth, the research discusses the implications of amaliah tadrîs in increasing the potential of students to become ustzahs at the Wali Songo Ngabar Islamic Boarding School. The results of this study found that the implications of amaliah tadrîs in increasing the potential of students to become ustzah at the Wali Songo Islamic Boarding School greatly help prospective teachers to learn more about strategies, methods and teaching steps. With amaliah tadrîs students can increase their potential to become professional teachers in the future. While the correlation among the five studies used quantitative descriptive methods, the fifth study adopted qualitative techniques, which differed in their research designs. In addition, this research focuses on the tadrîs tadrîs basic skills strategy, while the fifth research above focuses on the implementation of the teaching process. In connection with previous studies. then this research is useful in improving the basic skills of students in the amaliah tadrîs program. The purpose of this study was to describe the basic skills training strategy for students to carry out amaliyah tadrîs implementative studies for class XII MA Darul Ishlah at Al-Azhaar Lubuklinggau Islamic Boarding School.

## METHODS

The method used in this research is a qualitative method. The qualitative method is research on descriptive research based on oral interviews of people and the observed behavior is in accordance with the facts in the field. Researchers will see firsthand how the basic skills training strategy for students to carry out amaliyah tadrîs. Data collection techniques are carried out through observation, interviews, documentation. Data analysis techniques using Data Reduction, Data Presentation and Conclusion Drawing. Testing the validity of the research data chose the triangulation method using participatory observation, in-depth interviews, and documentation. The research subjects included: 1 Principal, 1 Mudir, 1 Po Niha'ie, 1 Niha'i Chair, 1 Tarbiyah Teacher and 10 Santri class XII MA Darul Ishlah Pondok Pesantren Al-Azhaar Lubuklinggau. This research was conducted at Al-Azhaar Islamic Boarding School, Jln. Lamp Ex. Pelita Jaya Kec. West Lubuklinggau I South Sumatra And this research was conducted for 2 months, from March to May 2023. In addition, to test the validity of this study, researchers used a readability test program.

## RESULTS AND DISCUSSION

### Results

Strategy is a way or a method to achieve certain goals, including in the provision of basic skills through *amaliyah tadrîs*, without a strategy it is impossible to run effectively and efficiently. To find out the strategy for imparting basic skills to students through *amaliyah tadrîs*, the researchers conducted interviews with the school principal, teacher, Mudir, *Niha'ie* Project Officer, Chief Executive of the *Niha'ie* Program.

The results of the researcher's interview with Ustadz. Andi Kus Endang, S.Pd. Mudir of Al-Azhaar Lubuklinggau Islamic Boarding School who said:

- 652 *Pemetaan Dampak Burnout Akademik Pada Mahasiswa Strata 1 di Perguruan Tinggi Indonesia: A Scoping Review - Viola Octavia Ramadhani, Dinar Humairoh Ayodya Putri Widjanarko, Salsa Afina Putri*  
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“Giving first understanding to the students of class XII MA Darul Ishlah how to understand the learning tools and making *i'dad*, the readiness of the class XII students to understand the lessons they will teach, after that they consult the *maddah* teacher and *musriffah*, after that the students Class XII students prepare by doing exercises before they carry out the *Amaliyah tadrīs* exam”.

The results of the researcher's interview with Ustadzah. Eka Sastra, S.Pd. the head of the MA Darul Ishlah Lubuklinggau school who said:

“The strategy used in giving basic skills to students through *amaliyah tadrīs* is briefing, after that the preparation of *i'dad*, then preparing to perform or practice trials at least three times in a meeting to minimize mistakes in pronouncing the steps and the child's mentality during the *amaliyah exam tadrīs* or UAT so that it gets a satisfactory score”.

While the results of the researcher's interview with Ustd. Dr. Zuhri, S.Sos.I., M.Pd.I, as Project Officer *Niha'ie*, stated:

“The strategy used in imparting basic skills to *Niha'ie* children or final grades is: the first stage is that since they are in class IV TMI they have to study Tarbiyah (education) subjects and the books used in imparting the basic skills themselves are books tarbiyah written by KH. H. Muhammad Idris Jauhari with the book *Mabadi'ut Tarbiyah*, then later in class V they will just learn *At-Tarbiyah Jus C* which this book was written by Muhammad Yunus, then in class VI they will learn *At-Tarbiyah Wat-Ta'lim* and This book explains in detail how to teach, how to make *i'da tadrīs* or lesson plans, so that in grade VI it is already leading to theories related to how to teach well. V and VI go directly to *i'dad* how to make lesson plans after that there is a drawing of subjects, and after the drawing of subjects is carried out and after the briefing is complete they are given time to make *i'dad* or lesson plans for 1 week in the process of preparing lesson plans including consultation with *musriffah* and *maddah* teachers or subject teachers until the *i'dad* is at accepted and gets signatures from *musriffah* and *maddah* teachers, after that they have the right to carry out teaching practice while the lesson plans used are Arabic and English after that they are entitled to perform UAT. After that, the practice is carried out simultaneously through groups while groups, more or less a maximum of 5 people and after doing teaching practice”.

While the results of the researcher's interview with Ustd. Teddy Paisar, S.Sos.I., M.Pd, teacher of Tarbiyah MA Darul Ishlah Lubuklinggau, he stated:

“In providing basic skills through *amaliyah tadrīs* at MA Darul Ishlah Islamic Boarding School Al-Azhaar Lubuklinggau, which must be prepared for the first time with guidance first, this briefing is filled in by tutors or material providers who are competent in their fields, after the briefing begins to determine groups and *musriffah* and *maddah* teachers which are *musriffah* and *maddah* teachers in order to be able to guide class XII students on how to compose or make *i'dad* or lesson plans, before they carry out the *amaliyah tadrīs* exam (UAT) the class XII students are told to practice with *musrif*s and seen by classmates or between individuals. After finishing between individuals, it can be done with all classmates and witnessed by the Tarbiyah teacher, only then can the *amaliyah tadrīs* exam be carried out”.

Based on the four interview results above, it can be concluded that the strategy for providing basic skills for students of class XII MA Darul Ishlah Pondok Pesantren Al-Azhaar Lubuklinggau is: a. Giving material or theories that have been carried out while they were in grades IV, V and IV through *Tarbiyah* subjects, where the books used are *Mabadi At Tarbiyah* books, *At-Tarbiyah Jus C*, and *At-Tarbiyah Wat-Ta'lim* books , b. Give directions for 3 days by repeating the theories given from class IV, V and VI, c. Making *i'dad tadrīs* or lesson plan (RPP), d. Examination of *i'dad tadrīs* or RPP, e. Implementation of ATT, f. Implementation of UAT or *amaliyah tadrīs* exam, g. Evaluation of the implementation of the UAT or *amaliyah tadrīs* exam.

Meanwhile, the opinion expressed by Uszh. Muntasiro, SE, who is the Head of the *Niha'ie* Program Committee, said:

“The implementation of the *amaliyah tadrīs* program is carried out for 3 days starting with the provision of theories and material, especially all final grade students who are divided into several groups, according to a predetermined schedule. Then the division of subjects given is nahwu, shorof, fiqh, tajwid mutholaah and others, while general subjects are: Indonesian, English, mathematics, history and others, after the distribution of subjects the final grade students are given one weeks to prepare before UAT (*amaliyah tadrīs* exam). Where to make *i'dad* or lesson plans for 3 days and 2 days of practice in class and 2 more *amaliyah tadrīs* exams directly in front of class I, II and III MTS and class I, II MA. While the time given when UAT lasts up to 45 minutes according to the formal hour of the subject. In UAT where the class consists of supervisors, *maddah* teachers (subject teachers) and some friends from class VI (final) themselves who also participate in giving assessments (naqd). After UAT, the supervisor immediately announced who had passed and who had not passed and for those who did not pass, they were given 3 days to repeat themselves, with regard to lessons for students who did not pass, it was determined by their respective supervisors. Do you keep repeating the same subject or repeating it with other subjects. the *maddah* teacher (subject teacher) and several friends from grade VI (final) themselves who also participated in giving assessments (naqd). After UAT, the supervisor immediately announced who had passed and who had not passed and for those who did not pass, they were given 3 days to repeat themselves, with regard to lessons for students who did not pass, it was determined by their respective supervisors. Do you keep repeating the same subject or repeating it with other subjects. the *maddah* teacher (subject teacher) and several friends from grade VI (final) themselves who also participated in giving assessments (naqd). After UAT, the supervisor immediately announced who had passed and who had not passed and for those who did not pass, they were given 3 days to repeat themselves, with regard to lessons for students who did not pass, it was determined by their respective supervisors. Do you keep repeating the same subject or repeating it with other subjects.

Based on the results of the interviews above, it can be concluded that the strategy for providing basic skills for students of class XII MA Darul Ishlah Pondok Pesantren Al-Azhaar is carried out with the following things:

1. Provide briefings for 3 days which contain the provision of theories
2. The division of subjects both cottage subjects and general subjects
3. Making *i'dad tadrīs* or RPP
4. Examination of *i'dad tadrīs* or RPP by *musrif/fah*
5. Execution of *amaliyah tadrīs* exam (UAT)
6. Evaluation of the implementation of the *tadrīs amaliyah* exam.

The same thing was also carried out at the Nurul Islam Aceh Islamic Boarding School by providing activities that were mandatory for final students, including namely (Tazali et al., 2022).

1. The micro teaching program was carried out for four days in the Hall by inviting *asatidz* (teachers) who are experienced and have potential in teaching.
2. Santri are given handbooks to understand learning methods that are appropriate to the subjects at Nurul Islam Aceh Islamic boarding school.
3. Explanation of the parts that are not allowed to be left out by the teacher in teaching. The teaching stage consists of the first is the introduction, namely the students must carry out the introduction before teaching with the intention that the students being taught are ready to receive the material. The second is the presentation of material or explanation, with the intention of explaining the material to

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be conveyed as clearly as possible in accordance with the source book without making up origin. Material is teaching material that will be delivered to the students and must be delivered according to the theme without reducing according to the material presented.

4. Explaining the learning outcomes of each subject to the students and the goals to be achieved in learning in the sense that each subject that will be delivered to the students has its own goals. Therefore, students must be able to understand each of the goals in learning.
5. Explain how to be an active, creative and innovative educator in teaching. Active means that the teacher does not just remain silent until waiting for the bell to go home. Creative means that teachers must be able to develop interesting and super learning for their students so that there is no boredom for the students who are taught in class. While being innovative means that there are updates in learning so that the classroom atmosphere becomes lively and happy so that students continue to want to learn.

## Discussion

Based on the results of the research, both interviews and observations, it is known that the strategy of giving basic skills to students through *amaliyah tadrīs* implementative studies for class XII MA Darul Ishlah Pondok Pesantren Al-Azhaar Lubuklinggau, is carried out with the fields, among others, namely.

1. Giving material or theories that have been carried out while they were in grades IV, V and IV through Tarbiyah subjects, where the books used are Mabadi At Tarbiyah books, At-Tarbiyah Jus C, and At-Tarbiyah Wat-Ta'lim books
2. Provide direction for 3 days by repeating the theories given from grades IV, V and VI
3. Making *i'dad tadrīs* or RPP
4. Examination of *i'dad tadrīs* or RPP
5. Implementation of ATT, f. Implementation of UAT or *amaliyah tadrīs* exam
6. Evaluation of the implementation of the UAT or *amaliyah tadrīs* exam.

The results of the research above indicate that the strategy of giving basic skills to students through *amaliyah tadrīs* class XII MA Darul Islah Al-Azhaar Lubuklinggau Islamic Boarding School, is already close to the basic skills that are often used in teacher professional abilities, which are the basic professional abilities of teachers mentioned in a book entitled teacher professionalism in learning with the author Zainal Aqib namely.

1. Over matter
2. Manage teaching and learning programs
3. Manage classes
4. Using source media
5. Mastering the foundations of education
6. Manage teaching-learning interactions
7. Assessing student achievement for the benefit of teaching
8. Get to know the functions and programs of guidance and counseling services
9. Recognize and organize school administration
10. Understand the principles and interpret the results of educational research for teaching purposes.

This is reinforced by a book entitled *Becoming an Effective Teacher* authored by Suparlan, namely: Effective teacher competency standards (SKG) are divided into three interrelated components, viz.

1. Learning management
2. Professional development

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### 3. Academic mastery.

Each of the SKG components consists of several competencies. The first component consists of four competencies, the second component has one competency, and the third competency consists of two competencies. thus, the three components as a whole cover seven basic competencies, viz.

- 1 Preparation of lesson plans
- 2 Implementation of teaching and learning interactions
- 3 Assessment of student learning achievement
- 4 Implementation of follow-up results of student learning achievement research
- 5 Professional development
- 6 Understanding of educational insights
- 7 Mastery and even academic studies (according to the subjects taught)

## CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the basic skills training strategy for students to carry out *amaliyah tadaris* consists of providing material or theories that have been carried out while they were in grades IV, V and IV through Tarbiyah subjects, where the books used is the book *Mabadi At Tarbiyah*, *At-Tarbiyah Jus C*, and the book *At-Tarbiyah Wat-Ta'lim*, providing guidance for 3 days by repeating the theories given from class IV, V and VI, making *i'dad tadaris* or RPP, examination of *i'dad tadaris* or RPP, implementation of ATT, implementation of UAT or jian *amaliyah tadaris*, and evaluation of implementation of UAT or *amaliyah tadaris* exam.

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