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Fostering Active Learning Strategies Demonstrations Through Multi Modal Teaching Learning

Abstract

Before conducting real teaching, students would be prepared with some agendas to train their teaching capability, their mastery of teaching method dan class management. At UII, students from Islamic Education Department have to conduct classroom observations and real teaching practices in secondary public schools as part required subject. This research examines how the application of active learning strategies could foster students of microteaching from academic year 2013/2014 at department of islamic studies Islamic univesity of Indonesia. The method of the research uses class activity research with 2 cycles activities. The pre Test in first Cycle reflects how the students were still used their basic capability in teaching practice and the second cycle was the training of active learning strategies using multimodal methods where the reasult shows that the students as a practitioner could use the active learning strategies to teach in the microteaching practices according to the subject they are teaching. The Innovation leads the students from very low score to high score in teaching capabilities.

Keywords: Active learning, Multimodal, Microteaching

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Introduction

1. Background

Nowadays teachers face generation Z. Generation Z represents the greatest generational shift the workplace has ever seen. Generation Z will present profound challenges to leaders, managers, supervisors, hr leaders, and educators in every sector of the workforce.

Some research reveal five key formative trends shaping Generation Z:

a. Social Media is a Future.

The information technology revolution is complete. Yers were the transition. Gen Z is all the way there. They have never known a world in which one could not be in conversation with anyone anywhere any time and they will shock you with their ability to leverage this connectivity. Managing Generation Z requires mastering the tools of social media. But managers must take control. The key is command driven use of social media.

b. Human Connection are more Important than ever.

The highly engaged parenting, teaching and counseling approach to the young accelerated dramatically from Y to Z. Zers are less likely to resist authority relationships than Gen Yers did, but will only perform for individuals when they are engaged in intensive working relationships.

c. Skill Gaps

This generation more than any other will suffer from the growing gap between the highly skilled and the unskilled. The technical skill gap is huge, but the nontechnical skill gap is even more pervasive. On the one hand, Managing Generation Z requires a huge remedial effort on broad transferable skills like work habits, interpersonal communication, and critical thinking and a huge investment in remedial technical training. "Compared with their forerunners over the last decade, today's young people have much lower expectations, their expressions of confidence are much more cautious, and their demands fairly modest."

d. Global Mindset, Local Reality

They know more about far flung parts of the world than Gen Y-ers ever did, but they are likely to be far less geographically adventurous. They are very plugged into the boundaryless world on-line but the key to engaging them in their environment tactically is a relentless focus on the local.

e. Infinite Diversity

The emerging Generation Z reflects a whole new way of thinking about difference. Again, Generation Y was the transition, Gen Z is all the way there. They are less likely to fall into previously recognized categories and much more likely to be mixing and matching various components of identity and points of view that appeal to them. They are ever creating their own personal montage of self-hood options. (Bruce Tulgan, 2013)

Contemplating from the generation condition It can be concluded that nowadays teacher need to involve students to be more active in the classrooms. To foster students to be more active and to get more involved, teacher need to ignite their capacity to master creative teaching strategies. But unfortunately, this subject has been off foe some years.

As one of department of education training teacher's skills through Micro-teaching subject. This subject usually takes place in the sixth semester of 4 year studying period. And teaching strategies should be a requirement subject ti take micro-teaching subject.

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from

peers and/or students about what has worked and what improvements can be made to their teaching technique¹.

Micro-teaching is also part of Islamic Education curriculum which play important role in developing teaching and learning capabilities for Islamic Education students. Actually, before conducting Micro-teaching , students should be required to take “Teaching Strategies subject.” This subject will teach students of PAI as a teacher candidate to master teaching strategies to apply in the class. They would learn Theoritically and Practically.

Before conducting real teaching, students would be prepared with some agendas to train their teaching capability, their mastery of teaching method dan class management. At UII, students from Islamic Education Department have to conduct classroom observations and real teaching practices in secondary public schools as part required subject.

Nowadays. More books about Active Learning application appear more. But sometimes, when reading the book, students, lecturers, teacher candidates could not really describe nor apply the methods in the class. They need more than a book to apply the methods. Considering not all of people like reading the books. Making teaching videos is one of the outcome of this teaching development research.

On the more scientific ground and practical level, the innovation that the writer wishes to perform to this Micro Teaching subject is due to the outcomes and findings generated from the implementation of the subject in the previous semesters.

2. Research questions

Given the rationale that the author has put forward as the basis for conducting and investigating the proposed innovation in Micro Teaching subject, hence, this study intends to seek answers for the following questions:

- a. to examine how the application of multimodal method to foster active learning method demonstrations.
- b. To research how students develop their teaching capability and class management via video teaching.

3. Research purposes

The purpose of the research are:

- a. to examine how the application of multimodal method to foster active learning method demonstrations.
- b. To research how students develop their teaching capability and class management via video teaching.

Teaching Innovation

Multi modal learning

Much has been written about the principles of multimedia listed below. Most of the published research studies have been of short duration and were specifically designed for research analysis, but have demonstrated the veracity of these principles. However, emergent research on these principles, when applied in classrooms, has had mixed, albeit positive, results. Many of the researchers have commented that such mixed results may be due to the lack of specificity of the type of multimedia intervention (for example, specific combinations of modalities, formats

¹FIAI UII, *Buku panduan Akademik Tahun Akademik 2013/2014*, 2013, hlm. 16.

within modalities, learner characteristics, scaffolding of learners, learner age, complexity and type of learning goals addressed, etc. (Fougnie, and Marois, 2006: 226)

A set of principles related to multimedia and modality are listed below. They are based on the work of Richard Mayer, Roxanne Moreno, and other prominent researchers. (Mayer, 2001).

1. **Multimedia Principle**
Retention is improved through words and pictures rather than through words alone.
2. **Spatial Contiguity Principle**
Students learn better when corresponding words and pictures are presented near each other rather than far from each other on the page or screen.
3. **Temporal Contiguity Principle**
Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
4. **Coherence Principle:**
Students learn better when extraneous words, pictures, and sounds are excluded rather than included.
5. **Modality Principle.**
Students learn better from animation and narration than from animation and on-screen text.
6. **Redundancy Principle:**
Students learn better when information is not represented in more than one modality – redundancy interferes with learning.
7. **7a. Individual Differences Principle**
Design effects are higher for low-knowledge learners than for high-knowledge learners. (Metiri Group 2008: 12-14)
7b. Individual Differences Principle: Design effects are higher for high-spatial learners rather than for low-spatial learners.
8. **Direct Manipulation Principle:** As the complexity of the materials increase, the impact of direct manipulation of the learning materials (animation, pacing) on transfer also increases

Learning Innovation

Active learning

Active learning is anything that involves students in doing things and thinking about the things they are doing. Felder & Brent (2009: 2) define active learning as anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes. Felder & Brent (2009: 4)

Research suggests that audience attention in lectures starts to wane every 10-20 minutes. Incorporating active learning techniques once or twice during a 50-minute class (twice to or thrice for a 75-minute class) will encourage student engagement. Active learning also:

- Reinforces important material, concepts, and skills.
- Provides more frequent and immediate feedback to students.
- Addresses different student learning styles.
- Provides students with an opportunity to think about, talk about, and process course material.
- Creates personal connections to the material for students, which increases their motivation to learn.
- Allows students to practice important skills, such as collaboration, through pair and group work.
- Builds self-esteem through conversations with other students.
- Creates a sense of community in the classroom through increased student-student and instructor-student interaction.

Demonstration method

Demonstration is a method that involves a procedure or activities in which a teacher shows practically what the topics is, to learners and explains how such an assignment could be done. It usually involves the teacher displaying certain skills, materials or techniques. This method uses mainly the senses of sight and sound and to some extent touching of the learners. It complements the lecture method.

Demonstration method can be used to show how something happens or what something that has been explained before actually looks like. It can also be used to show the result of a procedure. It could involve the use of real print or visual materials. It could be showing how to perform experiments.

Research Method

Activity plans

This research uses class action research. Classroom Action Research is a method of finding out what works best in the classroom so that teacher can improve student learning. (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996) There are many ways to improve knowledge about teaching.

In this opportunity, researcher who also plays a role as the lecturer- perform 2 cycles in which consist of some steps, actions and reflections. The researcher tries to compare between the condition of students teaching practice skill before and after being given the materials of active learning strategies.

Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. The class that is used to do this research is Islamic Education, Faculty of Islamic students at Islamic University of Indonesia. the process of the research has been taken for 6 about months in 2016.

Preparation

1. Set up the revised Syllabi, Course Outline and SAP (one semester learning activities)
2. Preparing Active Learning book to support teaching learning process.
3. Preparing set of strategies to run the teaching learning strategies.
4. Given the numbers of the students, the author will divide the group to determine the strategies

Research Cycles

Implementation

Lewin's description of the process of change involves three steps. (*Kurt Lewin 1958*):

1. Cycle 1

The cycle begins with a series of planning actions initiated by the client and the change agent working together. The principal elements of this stage include a preliminary diagnosis, data gathering, feedback of results, and joint action planning. In the language of systems theory, this is the input phase, in which the client system becomes aware of problems as yet unidentified, realizes it may need outside help to effect changes, and shares with the consultant the process of problem diagnosis. (Richard, 1976)

In the beginning, cycle plans some action to invite students to have some presentation with video. Firstly the lecturer set some topics make students to make some papers according to their group. Then lecturer gave the acknowledgment about significance of the video

presentation. The lecturer also gave a deadline to submit the paper then the video would be performed by the students under lecturer's guidance and notes. Then the next, after several students playing their related present, then the researcher reviewed the result.

2. Cycle 2

The second stage of action research is the action, or transformation, phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the client organization. (Richard, 1976)

In this cycle, students were motivated to do some more presentations based on the theory and requirements required by lecturer. After doing some observation and some interview to the students, research took some notes and did evaluation towards the research.

3. Evaluation

Methods of Evaluation

Evaluation of teaching can have many purposes, including collecting feedback for teaching improvement, developing a portfolio for job applications, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure.

a. Evaluation of course materials

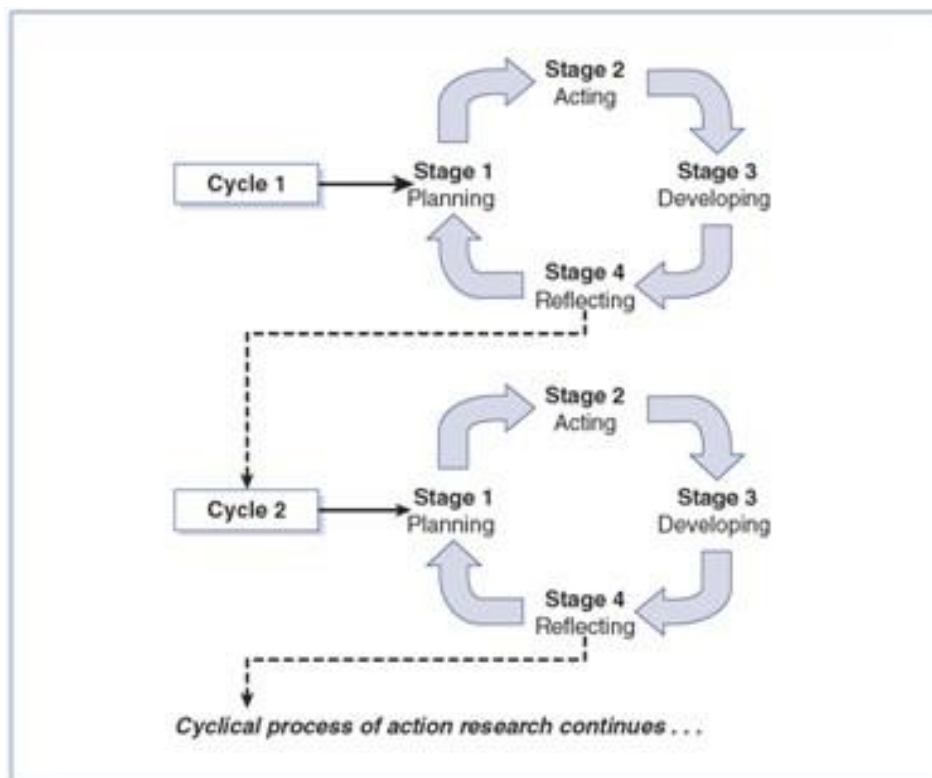
Colleagues can evaluate course materials, such as syllabi, textbooks, handouts, assignments, graded exams, graded papers, etc. In the visual and performing arts, colleagues may evaluate faculty-directed art exhibits, theater and dance productions, musical ensembles, and individual performances when these activities are directly related to a faculty member's instructional activities. Examination by colleagues offers several advantages: It properly uses faculty expertise, can be done in a reasonable period of time, and can be done anonymously (just as is done with peer review of research). It is also appealing because it can be used for both personnel decisions and for teaching improvement purposes.

b. Evaluation of classroom teaching process

In particular, a colleague's observation of such aspects of teaching as appropriateness of materials and methods, breadth and depth of material covered, the relation of such material to the syllabus and goals of the course, and incorporation of recent developments in the discipline can offer a more informed appraisal of the instructor's mastery of content than can students' perceptions.

The third stage of action research is the output or results phase. This stage includes actual changes in behavior (if any) resulting from corrective action steps taken following the second stage. Data are again gathered from the client system so that progress can be determined and necessary adjustments in learning activities can be made. (Richard, 1976)

After taking the second as the last cycle, the researcher took some more observation, students review, interviews to build a wider perspective of video presentation in the class and analyzed it from many aspects including Islamic historical perspective about demonstration or presentation in Video.



Outcomes

The expected outcomes from this research are:

1. Giving study result in form of knowledge, skill and new better attitude such as:
 - a. Students have new knowledge about the ways to apply teaching methods from active learning concept.
 - b. Students show this capability to manage classes and to apply active learning methods to deliver the material.
 - c. Students can make short video or record their micro-teaching activities and this production will ease people to understand the application or demonstration on each teaching methods.

The following are the baseline and target set to obtain expected outcomes throughout the study.

No	Indicator	Baseline	Target
1	Course Outline and SAP	Offline	Offline and Online
2	Module	Printed by Expert	Blended with Modules (guidebook)

2. Course outline and SAP that has been arranged or revised will serve as the main guidance for the whole teaching and learning processes.

Results and Analysis

Result of implementation

Cycle 1

The subject of the research is students of Micro-teaching subject from academic year 2013/2014 namely:

No	Student Number
1.	13422131
2.	13422132
3.	13422133
4.	13422134
5.	13422135
6.	13422136
7.	13422137
8.	13422138
9.	13422140
10.	13422141

Step 1

Step one begins with a series of planning actions initiated by the researcher and the change agent working together. It consists of some preparations such as:

1. Set up the revised Syllabi, Course Outline and SAP (one semester learning activities)
2. Preparing Active Learning booked to support teaching learning process.
3. Preparing set of strategies to run the teaching learning strategies.
4. Given the numbers of the students, the author will divide the group to determine the strategies.

At first meeting, the researcher did an observation. Researcher detailed the observation in the students psychological condition facing pre-teaching process, the researcher also invited students to practice how the way they teach for 5 minutes each, so the researcher could observe about their capability in handling the class. After taking notes, comparing the data, taking conclusion, did some reflections in the first meeting. the researcher prepared to take the next step.

Step 2

This second step Researcher who also play a role as the lecturer set up a preparation to do a set of pre-test which consist of written test and interview test. The test led to some conclusion that:

Nine students never have any experiences in teaching before.

1. One students has an experience in teaching in elementary school.
2. Nine never know about active learning application in teaching.
3. One student knows about active learning application from the book 101 strategi mengajar active learning.
4. Strategi Pembelajaran; a subject that should become the requirement of taking this subject was not available in their academic year.

After several meeting, Dwi Nur Rachmawati could pass the test of Intenational Teaching Practice in Thailand. PPL international is a program performed by Islamic Education Department as a result of memorandum of agreement between UII especially Islamic Education Department with Brainy Bunch International Islamic Montessori School Malaysia and UII and The Ministry of Education especially islamic education part in Pattani, Thailand. After passing this grade, Dwi Nur Rachmawati was then moved to PPL international group.

The principal elements of this stage include a preliminary diagnosis, data gathering, feedback of results, and joint action planning. In the language of systems theory, this is the input phase, in which the client system becomes aware of problems as yet unidentified, realizes it may need outside help to effect changes, and shares with the consultant the process of problem diagnosis. (Richard, 1976)

In the beginning, cycle plans some action to invite students to have some presentation with video. Firstly the lecturer set some topics make students to make some papers according to their group. Then lecturer gave the acknowledgment about significance of the mastering active learning in nowadays teaching need. The lecturer also explore how she will expect students to master about teaching strategies after studying along this 14 meetings.

Cycle 2

Step 1

The second stage of action research is the action, or transformation, phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the client organization.(Richard, 1976)

But before doing the series of actions, previously leactirer give some materials about the strategies especially teaching learning strategies. Some of the materials could be seen in these box.

10 Langkah Meningkatkan Kualitas Mengajar Konvensional Membangun Minat.

- 1- Awali dengan cerita atau gambar.
- 2- Ajukan kasus/masalah.
- 3-Ajukan pertanyaan

Memaksimalkan Ingatan

- 4- Beri kata-kata kunci.
- 5- Beri contoh dan analogi
- 6- Gunakan dukungan visual.
- 7- Beri mahasiswa kesempatan untuk memberi contoh & menjawab pertanyaan.
- 8- Selingi presentasi dengan selingan singkat.

Memperkuat Pengajaran

- 9- Terapkan materi pengajaran pada masalah riil.
- 10- Meminta mahasiswa untuk mereview materi kuliah

THE POWER OF TWO

1. Ajukan satu atau lebih pertanyaan yang menuntut perenungan & pemikiran.
2. Minta mahasiswa untuk menjawab secara individual.
3. Setelah menjawab secara lengkap, minta mahasiswa untuk saling bertukar jawaban dan membahasnya secara berpasangan.
4. Minta pasangan2 untuk membuat jawaban baru dan atau memperbaiki jawaban individual
5. Minta mahasiswa untuk memilih jawaban terbaik atas pertanyaan.
6. Klarifikasi.

THE POWER OF TWO

1. Memilih isu yang mempunyai banyak perspektif.
Misal : 'Pandangan anda tentang LGBT?'
2. Bagi mahasiswa menjadi beberapa kelompok sesuai jumlah perspektif yang ditentukan. Misal berdasarkan pekerjaannya atau peran dalam masyarakat:
(Kiyai, psikolog, LSM, dosen, hukum)
3. Minta setiap kelompok menyiapkan argumen sesuai dengan pandangan kelompok yg diwakili.
4. Presentasi setiap kelompok tentang argumennya.
5. Klarifikasi dengan mencari titik temu dari argumen2 yang muncul.

CARD SORT

1. Setiap mahasiswa diberi potongan kertas yang berisi informasi yang tercakup dalam satu atau lebih kategori:
Taksonomi Blooms (3)
Pola asuh (3)
Malaikat Allah (10)
Nabi2 ulul azmi (5)
2. Minta mahasiswa bergerak untuk menemukan kartu sekategori.
3. Mahasiswa yang sudah menemukan kelompok sekategori diminta untuk menempel di depan dan mempresentasikan (tanyakan nama kelompok kategorinya dan mengapa disebut demikian)
4. Klarifikasi.

POINT COUNTER POINT

6. Memilih isu yang mempunyai banyak perspektif.
Misal : 'Pandangan anda tentang LGBT?'
7. Bagi mahasiswa menjadi beberapa kelompok sesuai jumlah perspektif yang ditentukan. Misal berdasarkan pekerjaannya atau peran dalam masyarakat:
(Kiyai, psikolog, LSM, dosen, hukum)
8. Minta setiap kelompok menyiapkan argumen sesuai dengan pandangan kelompok yg diwakili.
9. Presentasi setiap kelompok tentang argumennya.
10. Klarifikasi dengan mencari titik temu dari argumen2 yang muncul.

THE QUESTIONS STUDENTS HAVE

1. Kalau kelas besar, bagi menjadi beberapa kelompok, kalau tidak, tidak perlu dibagi
2. Membagikan kartu / kertas kepada semua peserta, dan minta mereka untuk menuliskan satu pertanyaan dari materi yang disampaikan
3. Minta mahasiswa untuk memutar pertanyaannya ke teman sebelah...terus diputar sampai kartunya sendiri berada ditangannya sendiri.
4. Berikan tanda centang pada kartu bila mahasiswa berminat terhadap pertanyaan itu (bila satu kelompok ada lima orang dan semuanya berminat terhadap pertanyaan itu, berarti kartu itu akan mendapatkan lima centangan)
5. Kartu yang mendapatkan centangan terbanyak dibacakan di depan kelas, dan dosen memberi penjelasan atas pertanyaan itu (klarifikasi)
6. Bila waktu mencukupi, minta volunteer untuk membacakan pertanyaan yang kurang diminati untuk diklarifikasi
7. Semua pertanyaan dikumpulkan sebagai bahan review pada pertemuan lainnya

There are more games, ice breakers and more teaching strategies which are processed to become a module of teaching strategies.

Step 2

In this cycle, students were motivated to do some more presentations based on the theory and requirements required by lecturer. After doing some observation and some interview to the students, research took some notes and did evaluation towards the research.

Evaluation

Evaluation of teaching can have many purposes, including collecting feedback for teaching improvement, developing a portfolio for job applications, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure. In this opportunity, lecturer will evaluate teaching practice processes, collecting feedback from the teaching practice videos and daily course outline portfolio.

1. Evaluation of course materials

Colleagues can evaluate course materials, such as syllabi, textbooks, handouts, assignments, graded exams, graded papers, etc. In the visual and performing arts, colleagues may evaluate faculty-directed art exhibits, theater and dance productions, musical ensembles, and individual performances when these activities are directly related to a faculty member's instructional activities. Examination by colleagues offers several advantages: It properly uses faculty expertise, can be done in a reasonable period of time, and can be done anonymously (just as is done with peer review of research). It is also appealing because it can be used for both personnel decisions and for teaching improvement purposes.

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In particular, a colleague's observation of such aspects of teaching as appropriateness of materials and methods, breadth and depth of material covered, the relation of such material to the syllabus and goals of the course, and incorporation of recent developments in the

discipline can offer a more informed appraisal of the instructor's mastery of content than can students' perceptions.

The third stage of action research is the output or results phase. This stage includes actual changes in behavior (if any) resulting from corrective action steps taken following the second stage. Data are again gathered from the client system so that progress can be determined and necessary adjustments in learning activities can be made. (Richard, 1976)

After taking the second as the last cycle, the researcher took some more observation, students review, interviews to build a wider perspective the effect of the multimodal method in the teaching learning process to transfer the knowledge od active learning strategies.

Outcomes

As discussed in the proposal before. The result of the outcomes are:

No	Indicator	Baseline	Target	Result/Achievement
1	Course Outline and SAP	Offline	Offline and Online	Offline
2	Module	Printed by Expert	Blended with Modules (guidebook)	Blended with module

Detail

From the table above, researcher need to explain why the result in th outcome is not in accordance with the result. After doing this experimental research, some factors such as lacking of time, lacking of experience in the real classroom and inexistence of subject of Teaching Strategies subject which should become the previous requirement to take this material, made the researcher consider not to take an online class so the class can be conditioned to have more discussions and practices.

After 14 meetings, the last two meetings were used to take a post test score. The real result is explained in the table below:

No	Student Number	Pre Test Score	Post Test Score
1.	13422131	75	86
2.	13422132	76	86
3.	13422133	78	86
4.	13422134	70	85
5.	13422135	80	86
6.	13422136	75	86
7.	13422137	78	86
8.	13422138	77	77 (moved)
9.	13422140	76	86
10.	13422141	76	86

From the post test above, it can be concluded that there is a significant improvement in basic teaching knowledge among the students.

Basic Teaching Skill Observation

No	Points to Observe	Baseline Range 1-5	Result Range 1-5
1	Opening the class 1. Teacher pays attention on students on their seat. 2. Teacher starts the class with greeting 3. Teacher ensures students are ready for studying 4. Teacher does a-perception	2 4 2 3	4 5 5 5
2.	Teaching Orientation 1. Teacher orients the topic of the subject sequentially 2. Teacher ensures that students receive comprehensible input. 3. Teacher language is clear and easy t understand. 4. Teacher stresses on the most important topics. 5. Teacher gives more examples. 6. Teacher gives more illustrations. 7. Teacher gives students change to ask for questions. 8. Teacher give feed back and clear response for students' questions.	4 2 4 2 3 2 3 3	5 4 5 4 5 4 5 5
3.	Teaching Variation 1. The teacher Provides opportunities for the students to acquire language in meaningful contexts. 2. Teacher moving in the classroom freely 3. Teacher voice is clear and easy- listened. 4. Teacher gestures when teaching 5. Student centered learning 6. Teacher give "pause" (chance for students to think). 7. Senses change (when using learning media). 8. Teacher uses ice breaking 9. Teacher uses strategic games.	3 3 4 4 2 1 3 2 2	4 5 5 5 5 4 4 5 5
4.	Giving Reinforcement 1. Teacher uses verbal reinforcements. 2. Teaches uses non verbal reinforcement. 3. Sometimes teacher gives a present.	4 4 2	5 5 4
5.	Inquiry Skill 1. Teacher gives many questions to students. 2. Teacher give opportunity for students to ask for questions. 3. Teacher gives time for students to think. 4. Teacher uses variative questioning techniques.	3 2 2 2	5 5 5 4
6.	Class Management 1. Behavior modifications 2. Teacher gives clear instructions. 3. Group for problem solving 4. Finding solution for problems	3 4 3 2	4 5 4 4
7.	Closing the class 1. Teacher gives conclusion on the topic discussed. 2. Teacher motivates students to learn more. 3. Teacher evaluates written or orally 4. Teacher give homework 5. Teacher gives tasks	3 3 2 2 2	5 4 4 4 4

Overall Observation and Evaluation Tested

No	Observation and Evaluation Tested	Baseline (average score)	Result (average score)
1.	Micro-teaching Paper based test (20 questions)	70	85
2.	Fashion Performance	60	85
3.	Philosophy of teaching	50	85
4.	Teaching Techniques Knowledge	50	86
5.	Class Management		
6.	Subject Mastery	50	90
7.	Teaching Games Mastery		
	1. Games without cards	20	90
	2. Using cards	20	85
	3. Using slides	60	85
8.	Class Management	60	90
9.	Opening variations	60	82
10.	Closing variations	60	85

Based on the tables above, it can be concluded that there is a significant improvements in teaching skills. Some interview results also shows the micro-teaching students feel more confident after getting some treatment about active learning.

Closing

Conclusion

From the series of the research done, it can be conclude that:

1. According to the principals of Multimodal methods of teaching, The aapplication of this method to foster active learning method demonstrations were demonstrated by:
 - a. **Multimedia Principle:** it is by using many media such as pictures, cards, slides and laptop using.
 - b. **Spatial Contiguity Principle**
Students learn better when corresponding words and pictures are presented near each other rather than far from each other, the lecturer did not use online classes to keep contamct with the students, knowing their obstacles to apply the strategies suited to their subject they are going to teach.
 - c. **Temporal Contiguity Principle**
Students learn better when corresponding words and pictures are presented simultaneously rather than successively. In this way, students learn how to build teaching material such as using the papers, cards and making the slides.
 - d. **Modality Principle.**
Students learn better from animation and narration than from animation and on-screen text. In this research, students learn better how to explain in the class using teaching media rather than writing thhem on the whiteboard.
 - e. **Direct Manipulation Principle:** As the complexity of the materials increase, the impact of direct manipulation of the learning materials (animation, pacing) on transfer also increases. As the teaching skills capability of the students increases, the confidence of the students is also increased.
2. The students develop their teaching capability and class management via video teaching:
 - a. **Individual Differences Principle**

Students has individual capability according to what subject they teach. They were taught to analyze the learning strategies according to the number of the students in the classroom, the material and sub material they must teach. Design effects are higher for low-knowledge learners than for high-knowledge learners. (Metiri Group 2008: 12-14)

- b. Individual Differences Principle:** the video they watched made them have their own reflection in their capability and the quality of their teaching practice. It gives more opportunity for students to fix their mistakes in their teaching steps.

Suggestions

- a. For the Islamic department, this reaserch result can be used as a major reflection to highly recommend “Strategi Pembelajaran” as a required subject before taking microteaching subject.
- b. For the next researchers, this research can used as an intermezo to copare classes which uses active learning strategies and those which don’t use scetve learning strategies.

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