

Evaluation of the Implementation of the Micro Teaching Program for Students of the Physical Education Health and Recreation Study Program FKIP Primagraha University

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Abstract

This research aims to determine whether the implementation of the micro teaching program for the 2022–2023 academic year is effective for students of the Physical Education Health and Recreation Study Program, Faculty of Teacher Training and Education, Primagraha University. Study descriptive done with use design study studies survey. Research sample this using 80 students with taking sample use purposive sampling. Instrument study this use questionnaire scale likert. Based on results study 67.5 % of students answered questionnaire about level preparation micro teaching activities are categorized has do it. Study This supported by survey data about aspects not quite enough answer lecturer mentor in implementation of micro teaching, in particular classification of 52.5% of them classified moderate / fair in matter guidance student. Based on results survey, found 50.84% of students Enough capable carry out micro teaching practice in the microteaching laboratory. Based on the percentage results, it is stated that in terms of implementing micro teaching, it has not achieved success because it has not achieved 100% of the overall assessment aspects which really support the implementation of micro teaching practice.

Keywords: *Evaluation, Program Implementation, Micro Teaching*

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INTRODUCTION

Education is a process of human development that lasts a lifetime (Guru et al., 2017). Physical education, sports and health are taught in schools own very important role, namely give chance to participant educate for involved direct in various experience study through activity physical, sports and health were selected later done in a way systematic (Ariestika, 2021). Learning education physical, sports and health is effort educator (teacher) for help participant educate do activity Study (Nopiyanto, 2016) . In accordance with objective learning to be realized efficiency and effectiveness activity learning is done participant educate (Aji, 2023) . For provide information about good and bad processes and results learning need done evaluation (Gustiawati et al., 2019).

Evaluation process the expected can give a the information used base for know level progress, development, and achievement study students, as well effectiveness teacher's teaching, so beneficial for progress education in Indonesia (Prilanji & Simanjuntak, 2020). One of them is pursuing education there is eye studying in the physical education health and recreation study program, namely eye micro teaching lectures.

One of eye lectures given to prospective or existing teachers start teach is *micro teaching*, which helps participant develop technique comprehensive and integrated teaching so that after finish their education ready for operate not quite enough answer professional Alone (Devi et al., 2022) . Teaching micro can understood as phase in combining activities theory, knowledge, and concepts for develop Skills or required competencies for career teach (Mahmudi, 2018). A prospective teachers must capable operate his obligations as a teacher because bearer every not quite enough answer professional, that's more important from just understand what not quite enough answer that.

Courses, *micro teaching*, help student develop capacity they For do his job as a prospective teachers (Apriani et al., 2020) . Therefore that's teaching micro is very important for develop abilities of future teachers or For help they in form students who will they teach (Anifah et al., 2019). Introduction technical eye lesson education, which is also known as *micro teaching*, handled by UPT PLP for ensure its implementation effective. Task organizing the elements involved in implementation student PLP activities is at in scope of a particular unit called UPT PLP.

Before student involved in *micro teaching*, supervisor from UPT PLP on duty help student in understand and teach material lesson in a way effective. However in practice, implementation process often experience obstacle. As for challenges in implementation *micro teaching*, namely: (1) lack socialization from UPT PLP before implementation *microteaching*; (2) no anyway timetable during implementation *micro teaching* so need adjustment timetable lecturer mentor; and (3) frequency meeting during implementation low *micro teaching*. Based on limitations that, necessary done evaluation for know whether microteaching has succeed held. This matter in line with affirmation Xuqun (2021) that “assessment show How offer value on the program being assessed and its performance”.

By general, evaluation is analysis to implementation a program that has been going on and will be used for predict, calculate, and organize implementation of the program in the future come so that far more good. Evaluation more focused on the future than past mistakes and aims for increase prospect program success. As a result, goals evaluation is for increase or modify the program in the future. When results evaluation intended for give input For future planning, that is is effort for measure and give mark in a way objective from achievement anticipated results previously (Prilanji & Simanjuntak, 2020)

Koedel et al., (2019) in a broad sense, assessment is “a process of planning, gathering, and disseminating necessary information for make alternative decision”. According draft this, every action evaluation or evaluation is deliberate procedures that are designed For gather information or data, rely on proof this, and then try make conclusion. According to Alfani & Sigit (2023) there are two types evaluation: evaluation quantitative, i.e results measurement form information form number or numbers, and evaluation qualitative, that is evaluation which is interpretation. or frequent interpretation sourced from quantitative data.

In this study, activity evaluation is procedure designed purpose for gather information or data. Based on this data, decisions then try that will show level success. Evaluation stage planning, evaluation stage implementation, and assessment stage post implementation is a number of type evaluation. Valuation theory recommend a number of evaluation models, started with an evaluation model based objective (Yeh et al., 2019). Context Input Process Product (CIPP) is paradigm assessment used in research this program. The goal is For collect the right data For used in taking decision next, so quality implementation of the *micro teaching* program in the future can improved (Purnomo et al., 2020).

Agung et al (2022) Microteaching has been described as a scaled-down educational encounter aimed at developing new abilities and discovering existing ones. Class size is limited to 5 to 10 people, the implementation lasts 10 to 15 minutes, is focused on certain teaching techniques, and simplifies the subject. Micro teaching seeks to increase learning capacity, the professional capacity of prospective teachers, or the capacity of educational staff in various special abilities. Prospective teachers can practice their teaching techniques in a safe environment by participating in practical teaching activities in a laboratory environment. The basic concepts of the

teaching and learning process in micro teaching courses include basic teaching skills (asking questions), explaining skills, making variations, providing reinforcement, opening and closing lessons, class management, and guiding small groups, all of which are included in micro teaching materials (Mahmudi, 2018) .

“Prospective teachers are considered to have passed the points studying *micro teaching* , provided has obtain evaluation results practice *micro teaching* added exam micro divided by two so "The minimum score (B) is 3.00 - 3.49," he said (Devi et al., 2022) . Researchers are interested in conducting research to examine the use of micro teaching for students of the Physical Education Health and Recreation Study Program, Faculty of Teacher Training and Education, Primagraha University, based on the description given above. The percentage of questionnaire data findings given to students who took part in micro teaching will be used to find out whether the implementation of micro teaching has been successful.

METHOD

The research strategy used in this research is a survey (survey study), and the method used is a quantitative descriptive method. The sample used was 80 students to collect data in this research. Several different communication methods were used, including direct communication through the use of UPT PLP interview guidelines and supervisors, indirect communication through the use of questionnaires given to students taking part in microteaching, and documentation. learn through the use of notebooks to record data related to things that are in line with research. First of all, it was checked to process the data that had been collected by conducting interviews and distributing questionnaires. This was done to identify errors made by respondents when filling out the survey. (1) Data collection by distributing questionnaires and interviews with participants; (2) Verify the information that has been collected; (3) evaluate the data collected; (4) Make judgments. Descriptive analysis is the method used to examine data. for interview data which was analyzed descriptively and for data originating from the distribution of survey results, quantitative descriptive analysis was carried out.

Quantitative analysis is used to assess the results of the questionnaire data. There are four answer choices on the questionnaire given to students. given a weight of 4, a weight of 3, a weight of 2, and a weight of 1 for (a), (b), (c), and (d). The 25 questions in the questionnaire were divided

into three categories, namely features of student preparation before implementing micro teaching, aspects of the lecturer's role in accompanying students in micro teaching, and aspects of student outcomes after carrying out micro teaching. After that, the percentage results will be sorted into three low/low categories; (33.34% - 66.66%) moderate/fair; and (100% - 100%) high/good. The table containing student statements was created after the questionnaire data was added up. After collecting and adding responses for each statement, a conclusion is reached using the percentage obtained by dividing the total number of student responses by the sample size

RESULTS AND DISCUSSION

Result

The research data came from participants in the micro teaching component of the Physical Education Health and Recreation Study Program. A total of 80 students, with predetermined criteria. After totaling the questionnaire responses, a table containing student responses was created and then presented with percentages to allow conclusions to be made. Evaluation of each questionnaire by respondents is shown in the table below.

Table 1. Preparation Briefing About Procedure Implementation of Micro Teaching

Answer	Frequency	Percentage (%)
Always	27	33.75
Often	17	21.25
Sometimes	23	28.75
Never	13	16.25
Amount	80	100%

With use information in table 1 above show that 27 respondents (33.75%) said that student always given instructions about method using microteaching. Statement The next thing stated by 17 respondents (21.25%) was that student often given advice about method carry out *microteaching*. 23 respondents (28.75%), students sometimes given instruction How use *microteaching*. 16.25% of respondents or 13 people said that student Not yet Once get provision about method use *microteaching*. Based on percentage data mentioned above, 27 respondents (33.75%) out of a total of 80 respondents say that sometimes and its value Enough in make provision about methods application *microteaching*.

Table 2. Preparation of Props in Micro Teaching Practice

Answer	Frequency	Percentage (%)
Always	27	33.75
Often	19	23.75
Sometimes	20	25
Never	14	17.5
Amount	80	100%

Based on table 2 above, 27 respondents (33.75%) stated that they always prepare teaching materials before carrying out microteaching techniques. Then, 19 respondents (23.75%) said that they often prepared teaching materials before carrying out microteaching techniques. Before starting micro teaching practice, 20 respondents (25%) said they occasionally prepared teaching materials. Before implementing micro teaching techniques, 14 respondents (17.5%) said they had never made teaching materials. Based on the statistical percentage above, out of 80 respondents, 27 respondents (33.75%) said that occasionally preparing teaching materials is enough before doing microteaching.

Table 3. Preparation Learning Units used in Micro Teaching Practice

Answer	Frequency	Percentage (%)
Always	25	31.25
Often	20	25
Sometimes	18	22.5
Never	17	21.25
Amount	80	100%

In table 3 above that 25 respondents (31.25%) said that lesson unit always used moment carry out teaching micro. Use unit lesson in implementation according to 20 respondents (25%) often *micro teaching* happen. In accordance with 18 responses (22.5%), students no prepare unit lesson moment *microteaching*. When implementing *micro teaching*, 17 respondents (21.25%) admitted No Once use unit lesson implementation of microteaching. Based on the percentage data above, 25 respondents (31.25%) were students always use unit lesson implementation *microteaching*.

Table 4. Mastering Basic Skills in Explain

Answer	Frequency	Percentage (%)
Always	22	27.5
Often	28	35
Sometimes	18	22.5
Never	12	15
Amount	80	100%

Based on table 4 above, 22 respondents (27.5%) indicated that they truly learn basics explanation. Then, 28 respondents (35%) said that they own strong understanding about basics explanation. Then 18 respondents (22.5%) stated has control basics explanation enough. Then 12 respondents (15%) admitted not enough proficient explain in the most basic form. Based on information percentage mentioned above of the 80 respondents, 28 respondents (35%) said has control basics explain and have reach enough score.

Table 5. Mastering Skills Management Class

Answer	Frequency	Percentage (%)
Always	18	22.5
Often	35	43.75
Sometimes	15	18.75
Never	12	15
Amount	80	100%

from table 5 above that 18 respondents (22.5 %) stated that they were very knowledgeable Skills management class. Then 35 respondents (43.75 %) stated control Skills management class. 15 respondents (18.75 %) stated that own ability management enough class. After that's 12 respondents (15 %) stated not enough own ability management class. According to percentage information provided above, 35 of 80 respondents (43.75%) indicated that they has master and get mark good for skills management class.

Table 6. Lecturer Explains Basic Teaching Techniques Before Practicing Micro Teaching

Answer	Frequency	Percentage (%)
Always	42	52.5
Often	20	25
Sometimes	16	20
Never	2	2.5

Amount	80	100%
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from table 6 above that 42 respondents (52.5 %) stated that they were very knowledgeable Skills management class. Then 20 respondents (25 %) stated control Skills management class. 16 respondents (20 %) stated that own ability management enough class. After that, 2 respondents (2.5%) stated not enough own ability management class. According to percentage information provided above , 42 of 80 respondents (52.5 %) indicated that they has master and get mark good for skills management class .

Table 7. Preparation Make a lesson plan before practicing micro teaching

Answer	Frequency	Percentage (%)
Always	58	72.5
Often	9	11.25
Sometimes	12	15
Never	1	1.25
Amount	80	100%

Based on table 7 above, 58 respondents or 72.5% agree that student always prepare lesson plans beforehand do microteaching. Before practicing RPP, 9 respondents (11.25%) said that This is common practice. 12 respondents (15%) did not once make a lesson plan before do *micro teaching* says sometimes thereby. Before test ability their *micro teaching* o, 1 respondent (1.25%) said that student they No Once write lesson plans. Based on percentage the information provided above, at most 58 respondents (72.5 %) out of 80 respondents agree that the RPP must always include good value for preparation student before carry out *microteaching*.

Discussion

Evaluation of educational programs is also explained as a study designed and conducted to help audiences decide and increase the value of educational programs (Xuqun, 2021). Almost the same definition states that educational program evaluation is a systematic study that is designed, implemented and reported to help clients decide or increase the value and/or benefits of educational programs, decisions that can be taken based on the results of a program evaluation. In this case it is certainly related to educational evaluation in teaching (Koedel et al., 2019).

Teaching will be even more complex if student teachers begin to practice teaching at school. Students are not only faced with the problem of teaching and learning, but also with the

problem of managing large-scale classes, adapting to the school environment, and relationships with teachers at school. Student assessment is also a job that is no longer easy for prospective teachers. Therefore, it is very important to develop a micro teaching teaching model (Yeh et al., 2019).

In micro teaching prospective educators have the opportunity to improve effective behavior in the learning environment. After teaching, practice recordings are analyzed or researched to find out deficiencies so as to inspire observations to provide input. Providing input for improving teaching. Micro teaching is a system that allows prospective teachers to develop their skills in applying certain teaching techniques. The aim of micro skills is to prepare prospective teacher students to face teaching work in front of the classroom by having the knowledge, skills, abilities and attitudes as professional teachers (Purnomo et al., 2020).

According to Prilanji & Simanjuntak (2020) in efforts to improve the quality of National Education, in 2005 the government had a legal umbrella for improving the quality of education by issuing Law Number 14 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005. Demand adjustments to the implementation of education and teacher development as a profession. The impact of this law, among others, is that on the one hand, teachers' work will receive higher recognition than before, but on the other hand, this recognition requires teachers to fulfill a number of requirements in order to reach the minimum standards of a professional. Recognition of teachers as professional staff will be given when the teacher has the required academic qualifications, competencies and educational certificates. In Law No.14 of 2005 and PP No.19 of 2005 it is stated that teacher competence includes personality, pedagogical, professional and social competence. Personality competence is the ability of a personality to be steady, stable, mature, wise and authoritative, to be a role model for students, and to have noble character. Pedagogical competency is the ability to manage student learning which includes student understanding, designing and implementing learning, and developing students to actualize the various potentials they have. Professional competence is the ability to master learning material broadly and in depth which enables it to guide students to meet the competency standards set out in the National Education Standards. Social competence is the ability of educators as part of society to communicate and interact effectively with students and the community. It is hoped that the

existence of this competency can improve the quality of future teacher candidates (Devi et al., 2022).

CONCLUSION

Based on the research findings and discussion above, it can be determined that based on questionnaire data, students' preparation aspects before implementing micro teaching (67.5%) are classified as having made thorough preparations before implementing micro teaching practice. This conclusion is also supported by questionnaire data regarding aspects of the role of supervisors in implementing micro teaching, namely (52.5%) classified as moderate/sufficiently guiding students. Based on questionnaire data on aspects of students' ability to carry out micro teaching practice, the percentage (50.84%) is classified as moderate/sufficient in carrying out practice in the Micro teaching Laboratory. Even though the students' grades meet the graduation requirements, the percentage of the three parts of the questionnaire data has not reached 100%, which indicates that the implementation of micro teaching has not been successful.

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