

STUDENTS' PERCEPTION OF RPP DESIGN AND USE OF LEARNING MEDIA THROUGH THE MICRO-TEACHING PRACTICE

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Abstract: The aims of this research are 1) The students' the teaching practice in microteaching, 2) The students' perception of the Lesson Plan design in microteaching practice, 3) Students' perception of the use of learning media in microteaching practice. This method of this research was use descriptive qualitative. Subject of the Research is the location of this research was at English Department, Universitas Negeri Surabaya. The subject of the research was the students at Universitas Negeri Surabaya, English Department of seventh semester. The researcher observed one classes consists of 87 students. Based on the data obtained, the researcher concludes that most of the students gave positive perceptions of the microteaching practice in the teaching and learning process, there were many statements that microteaching got a lot of knowledge, including how to teach properly and correctly, and microteaching can to increase self-confidence and being more excited.

Keywords: *Perception; RPP Design; learning media; micro teaching*

Abstrak: Tujuan dari penelitian ini adalah 1) Praktik pengajaran siswa dalam microteaching, 2) Persepsi siswa tentang desain Rencana Pelajaran dalam praktik microteaching, 3) Persepsi siswa tentang penggunaan media pembelajaran dalam praktik microteaching. Metode penelitian ini menggunakan kualitatif deskriptif. Subjek Penelitian adalah lokasi penelitian ini berada di Departemen Bahasa Inggris, Universitas Negeri Surabaya. Subjek penelitian adalah mahasiswa di Universitas Negeri Surabaya, Jurusan Bahasa Inggris semester tujuh.. Peneliti mengamati satu kelas terdiri dari 87 siswa. Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa sebagian besar siswa memberikan persepsi positif tentang praktik microteaching dalam proses belajar mengajar, ada banyak pernyataan bahwa microteaching mendapat banyak pengetahuan, termasuk cara mengajar dengan baik dan benar, dan microteaching dapat meningkatkan kepercayaan diri dan menjadi lebih bersemangat.

Kata Kunci: *Persepsi; Desain RPP; media pembelajaran; pengajaran mikro*

I. INTRODUCTION

LPTK is one of the means to produce quality human beings, especially to produce prospective educators/teachers. So that in order to make it happen, compulsory subjects that must be followed by students are set to become educators. One of the important courses is Microteaching. The purpose of the Microteaching course is to train the skills of prospective educator students in applying basic teaching skills (Suparman, 2018).

In micro teaching there are basic skills that must be possessed by prospective teacher students and after completing the micro teaching course students must master pedagogical content knowledge as a provision for them to prepare become teachers (Rahmi, 2018).

These abilities include opening and closing lessons, classroom management skills, skills to provide reinforcement, skills to guide small group discussions, skills to ask questions, skills to explain lessons, skills to carry out variations. Then, so that prospective teacher students are ready to teach they are not equipped with basic skills but are also trained to have the ability in the learning process, namely being able to plan the teaching and learning process, be able to manage the learning process and be able to carry out evaluations.

Where these abilities and skills will be practiced in micro teaching courses so that students' teaching readiness can be seen from their readiness when carrying out the micro teaching practice, but judging from the reality that existed at the time of micro teaching implementation students have not been able to master the skills that must be possessed by a teacher. There are still students who do not convey the relation of last week's material with the material to be

studied, when explaining they are still fixated on rote memorization and focused on the displayed power point slides.

Microteaching is to develop self-confidence, support and reflection by making plans and practicing them in front of friends and colleagues (Suryarini, 2018). The problem that occurs is that sometimes there are still students who have not mastered the basic teaching materials and skills well (Niswati & Sayekti, 2020). So that the problems of online learning in general and problems in this Microteaching course cannot be allowed to continue, requiring efforts to develop online learning in Microteaching courses effectively.

Innovation in the development of learning media products is one of the alternatives made to internalize learning through digital devices (Kuncahyono, 2018). Likewise with lesson plans, students must understand the designs they made and how to implement them in each meeting. The learning media in this Microteaching course is aimed at providing new experiences to students regarding the use and mastery of basic teaching skills as a preparation for prospective educators to run effectively and efficiently.

There is purpose of the study: 1) The students' the teaching practice in microteaching, 2) The students' perception of the Lesson Plan design in microteaching practice, 3) Students' perception of the use of learning media in microteaching practice.

According to Bilen (2015) stated that Micro-Teaching is a technique for training teacher candidates and applying teaching to the field. In this case the real art of teaching is to develop skills and help to gain deeper knowledge. Thus, Micro-Teaching is an important component of becoming a true

teacher and providing teacher candidates with experience in a real teaching and learning environment. Unfortunately, the students who get low score in this course should retry this course in next semester. They must pass Micro- Teaching class with minimal get grade B in order to take Field Experiences and Student Teaching (Asril, 2011).

There is a difference between theories that It also encourages great motivational relationships and finds more information between previously and now structured teaching techniques. the next Widihastuti (2013) Students' teaching skills in micro learning cannot be implemented optimally due to: (1) there are still students who have not been able to motivate students, because they do not know how to provide motivation. There are still students who have not been able to give apperception. Apperception activities are often misunderstood into different activities; (2) There are still students who have not been able to master the material; (3) The media used by students has not been able to motivate students to be more active in learning; (4) The method applied by students is less attractive and less able to increase the enthusiasm of students' learning; (5) Students rarely review the material that has been submitted. In the study of Moh. Zainal Fanani (2016) stated in classroom learning, the teacher's perception of PPL students states that there is still a lack of prospective teachers in understanding educational insights, understanding the characteristics of students in class, developing student potential, and developing curriculum and syllabus, as well as the ability to design classroom learning.

In previous studies, students did not know how to use the media with the specified amount of time so that students had

difficulty implementing learning. Lack of material readiness in teaching and lack of depth prepare the media to be used. In terms of material, PPL students find it difficult to synchronize the subject matter received on campus with material in high school. Lecture materials are usually higher and have the language of textbooks so that there are some students who find it difficult to adapt this material to the context of handbooks.

Meanwhile, the lack of learning media in schools causes microteaching students to prepare their own media. Therefore, microteaching students tend to use the lecture method only in the learning process.

2. RESEARCH METHODOLOGY

This method was use qualitative research with descriptive type. Descriptive research is a type of research that describes or a research problem, such as the state of a population, situation or phenomenon accurately and systematically. This study attempts to provide an overview using words and numbers, classification of types or stages to answer the questions of who, when, where and how (Rachmadyanti, 2021).

The subject of the research was the students at Universitas Negeri Surabaya, English Department of seventh semester. The researcher observed one classes consists of 87 students. The source of the data was based on purposive sampling.

Data Analysis

Those are will be defined as follow:

1. Data Collection

This study interviewed 15 students from 87 students to collect data as information on observing the teaching and learning process and to obtain more supporting data. All recorded data were collected and the

researcher wrote a transcription of the recordings.

2. Reducing the data

Researchers will make a main summary, compile and categorize data based on their classification, data reduction refers to sharpening analysis, sorting data, and organizing data in such a way that final conclusions can be drawn and verified, while for field notes and written transcriptions.

3. Data Display At this stage

Researchers develop a structured description of information to draw conclusions and take action. The researcher described the previously classified information about students' perceptions of the practice of microteaching and then the conclusions were presented in the form of narrative text and percentage data according to the filled-out questionnaire.

4. Conclusion drawing

The researcher draws a conclusion and verifies it from the data that has been concluded previously, then matches it with the notes and observations made by the researcher during the analysis.

3. FINDINGS AND DISCUSSION

Based on the observation, students' perception of RPP design and use of learning media through the micro-teaching practice and there are interact between teacher and students. To find out the result of their perception, researcher conducted interview in fourteen questions about microteaching practice. The perception here supported by the results of a questionnaire that has a diverse percentage, the questionnaire uses to be measured interview of students' perception and asked students' motivation.

The researcher determined the measurement criteria (Sugiyono in Manuhutu 2015: 111).

1. Students' Perception of the teaching practice in microteaching.

Tabel 1. variable indicator Students' Perception of the teaching practice in microteaching

Question	Response			
	SA (%)	A (%)	D (%)	SD (%)
The students' understanding about microteaching	48,28	45,98	5,75	0,00
Being happy in learning Microteaching	42,53	49,43	4,60	3,45
The students use learning media	13,79	85,06	1,15	0,00
The students can develop teaching skills	44,83	52,87	0,00	2,30

Note: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

From Table 1 above, it can be concluded that students' perceptions of the students' understanding about microteaching (48,28%) strongly agree and (45,98%) agree, being happy in learning Microteaching (42,53%) strongly agree and (49,43%) agree, the students use learning media (13,79%) strongly agree and (85,06%) agree, the students can develop teaching skills (44,83%) strongly agree and (52,87%) agree. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

a. The students' understanding about microteaching

According to participant that the students' understanding about microteaching, there are two opinions. It can

be show in the statements from extract below:

microteaching is mentoring and learning for prospective teachers to simulate where they will start the process of interacting directly in class before they go to school. [FR_0821_YGW]

There are many advantages with microteaching, so prospective teachers can be more confident and better understand the indicators in the field. [NMS_0821_YGW]

To understand these complex obligations, and to be able to adapt to the growing demands of learning, prospective student teachers and teachers must prepare themselves and they always practice their teaching skills, including through a simplified learning approach, in this case through a learning approach called microteaching.

b. Being happy in learning Microteaching

According to participant that being happy in learning Microteaching, there are three opinions. It can be show in the statements from extract below:

I am very happy because microteaching allows prospective teachers to manage classroom conditions and the learning process. [DSL_0821_YGW]

I am happy that micro teaching can help, develop and train me to become a professional teacher and have responded in the classroom. [DJ_0821_YGW]

Yes, I am happy because the microteaching process, is very supportive of learning and prospective teachers are taught to be able to condition the class. [HR_0821_YGW]

c. The Students use learning media

According to participant that the students use learning media, there are two opinions. It can be show in the statements from extract below:

Yes, I think power point makes it easier for prospective teachers to explain lessons in class to their students so that an interaction is created in the classroom. [SA_0821_YGW]

Yes, I used learning videos in class, because with the media it will create joyful learning and give the motivation students. [DJP_0821_YGW]

In teaching and learning activities there are many factors that influence the achievement of learning objectives, one of which is learning media. Using the right learning media will make learning more effective. With learning media, teachers can create various preferred classroom situations, determine learning methods that will be applied in different situations and create a conducive learning atmosphere among students (Huda,2016). With the existence of learning media, everything is not a problem anymore, because, with appropriate learning media, everything can be presented in front of students clearly. Thus, the concepts or images that are still unclear will become clearer, easier to understand, and understand by students.

d. The students understanding about feedback

According to participant that the students understanding about feedback, there are two opinions. It can be show in the statements from extract below:

Students receive feedback that contains the strengths or weaknesses of prospective teachers in delivering material. For example, there is an opening, material content, and closing. [CAR_0821_YGW]

Lecturers provide feedback to students in the form of input, ideas, and positive or negative responses in mentoring. [DSL_0821_YGW]

This kind of model and mechanism is good to be developed, because the forum can also be used as a medium for exchanging ideas between practitioners and supervisors, for example: those who may inadvertently make mistakes. By exchanging ideas, various alternatives can be found to overcome some of the shortcomings that have been made by the practitioner which for the next time the prospective teacher will not make the same mistake (Sardiman, 2011). The most important thing is that student participants who act as objects must provide feedback in the form of improvements through criticism and suggestions, which must be done by prospective teachers in the next opportunity to be better in the future.

2. Students' perception of the Lesson Plan design in microteaching practice

Table 2. variable indicator Students' perception of the Lesson Plan design in microteaching practice

Question	Response			
	SA (%)	A (%)	D (%)	SD (%)
The students understanding about Lesson Plan	26,44	68,97	3,45	1,15
The students were focused on providing material	58,62	40,23	0,00	1,15
The students understanding about feedback	18,39	81,61	0,00	0,00
The students to know their weaknesses and strengths	31,03	67,82	1,15	0,00

Note: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

From Table 2 above, it can be concluded that students' perceptions of the students understanding about Lesson Plan (26,44%) strongly agree dan (68,97%) agree, the students were focused on providing material (58,62%) strongly agree dan (40,23%) agree, the students understanding about feedback (18,39%) strongly agree and

(81,61%) agree, the students to know their weaknesses and strengths (31,03%) strongly agree dan (67,82%) agree. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

a. The students' understanding about Lesson Plan

According to participant that the students understanding about lesson plan, there are two opinions. It can be show in the statements from extract below:

The face-to-face learning activity plan is called RPP, the teacher always prepares scenarios in the classroom through RPP. [CAR_0821_YGW]

The basis and guidelines in the classroom are lesson plans, teachers must be able to condition the class and organize a lesson by using the lesson plans that have been designed. [VK_0821_YGW]

When learning in class, educators must make lesson plans in accordance with the components of preparing lesson plans so that learning has a model (Etik, 2018). The process carried out has a basic competency structure as an indicator of competency achievement and learning objectives that are directly related to learning activities to achieve and understand competencies for students.

b. The students were focused on providing material

According to participant that the students were focused on providing material, there are two opinions. It can be show in the statements from extract below:

In the lesson plans, some materials are designed so that students can better understand and interact. [YCP_0821_YGW]

The lesson plans are designed in several meetings so that it looks planned and

structured. Students will find it easier to follow the learning that is designed. [OAPA_0821_YGW]

Koswara (2008: 2) states that, "Teachers play a strategic role, especially in efforts to shape the character of the nation through the development of the desired personality and values. From these dimensions, the role of the teacher is difficult to replace by others". Therefore, it would be nice and teachers should have good attitudes and traits so that the students they teach can imitate and imitate these good behaviors. In other words, teachers must have good quality to make education more quality.

The teacher is not only able to give lessons about the material in the classroom but the teacher must also have a good personality to be imitated by the students. With a good personality, it will have a positive impact on the attitudes and behavior of students at school. Teachers must also be able to choose what kind of method or learning is right for their students. Students like the way of learning that is applied without coercion.

c. The students to know their weaknesses and strengths

According to participant that the students to know their weaknesses and strengths, there are two opinions. It can be show in the statements from extract below:

Microteaching planning is an operational guideline for prospective teachers as well as teachers and other parties who will prepare and improve basic teaching skills through microteaching. [AAD_0821_YGW]

Understand the content so that when performing microlearning practices, each participant (prospective teachers and teachers) tries their best to practice applying skills basic teaching by the demands of the content of the prepared microteaching format. [SA_0821_YGW]

One way to strengthen the teacher's position in activities learning is by increasing professionalism in teaching, both in terms of mastery of the material and other aspects that support this, such as: the use of varied learning strategies and methods, the use of learning media, and improvement of facilities and infrastructure. It supports learning activities. Thus, the role of the teacher must understand the advantages and disadvantages of each meeting.

d. The students can develop teaching skills

According to participant that the students can develop teaching skills, there are two opinions. It can be show in the statements from extract below:

Prospective teachers are advised to understand the shortcomings made and need to learn to handle the learning process in the classroom. [NMS_0821_YGW]

Feedback can help develop teaching skills, as teacher candidates can further improve the way they teach and provide material to the students they will teach. [KBA_0821_YGW]

The success of teaching, apart from being determined by the ability, motivation, and activeness of students in learning and the completeness of the facilities or learning environment, will also depend on the ability of the teacher to develop various teaching skills (Wahyulestari, 2018). These skills should be mastered by teachers, especially for teachers in dealing with children's very unique behavior. An ideal teacher according to Uzer Usman (1992), Putri 2018 has the main task of educating, teaching and training. Therefore, a teacher must have competence. In the teaching profession we know the term competence. Competence is what is used to assess whether a teacher is qualified or not.

3. Students' perception of the use of learning media in microteaching practice

Table 3. variable indicator from Students' perception of the use of learning media

in microteaching practice

Question	Response			
	SA (%)	A (%)	D (%)	SD (%)
The quality of the presentation video (picture, sound, and angle camera)	24,14	72,41	3,45	0,00
Creativity in motivating and grabbing the students' attention	55,17	44,83	0,00	0,00
Creativity in varying interactions	17,24	80,46	1,15	1,15
Ability to use technology in teaching and learning process	40,23	57,47	0,00	2,30
Ability to develop and use learning media in teaching and learning process	32,18	57,47	6,90	3,45
Ability to create meaningful and joyful learning	49,43	52,87	0,00	0,00

Note: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

From Table 3 above, it can be concluded that students' perceptions of The quality of the presentation video (picture, sound, and angle camera) (24,24%) strongly agree dan (72,41%) agree, Creativity in motivating and grabbing the students' attention (55,17%) strongly agree dan (44,83%) agree, Creativity in varying interactions(17,24%) strongly agree dan (80,46%) agree, Ability to use technology in teaching and learning process(40,23%) strongly agree dan (57,47%) agree, Ability to develop and use learning media in teaching and learning process (32,18%) strongly agree dan (57,47%) agree, Ability to create meaningful and joyful learning (49,43%) strongly agree dan (52,87%) agree. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

a. The quality of the presentation video (picture, sound, and angle camera)

According to participant that the quality of the presentation video (picture, sound, and angle camera), there are two opinions. It can be show in the statements from extract below:

The video is able to motivate students, introduce new concepts, strengthen concepts that have been studied previously, or be able to increase and expand current knowledge.
[YCP_0821_YGW]

Videos can strengthen students in feeling emotional elements and attitudes of effective learning. In the psychomotor realm, videos have the advantage of showing how something works, learning videos that record motor/movement activities can provide opportunities for students to observe and re-evaluate these activities.
[OAPA_0821_YGW]

Teachers in delivering material need intermediary tools so that the process of delivering material is easier and on target. The method is by using learning media. for example, video presentations with good quality. (Abuddin, 2016)

Teachers are also required to be more innovative and creative, especially in responding to policies in implementing learning using computer-based media, namely by means of technology literate teachers. For example, the quality of video presentations must be communicative

b. Creativity in motivating and grabbing the students' attention

According to participant that Creativity in motivating and grabbing the students' attention, there are two opinions. It can be show in the statements from extract below:

The teacher must remember that a lesson should not appear too complex or too simple. But the teacher also should not structure the lesson to be very difficult just to attract the attention of students, although it must be admitted that lessons that seem too simple do not attract much attention.
[HDI_0821_YGW]

Teachers always try to make students always pay great attention to learning activities. Stimuli given by the teacher should be able to attract the attention of students by, among others, using teaching methods, using media and aids, using a good teaching style, creating a pleasant learning environment, and so on. [SA_0821_YGW]

Teachers must be able to provide motivation and bring out students' creativity during the learning process by using various strategies so that it can be called creative learning.. Creativity in the Use of Learning Methods, Strategies and Models (Pentury, 2017).

In order for the method to be used in a learning can be more effective, the teacher must be able to see the situation and condition of students, because the level of intelligence ability of each student is different. Therefore, as an educator, teachers are always required to be able to create a comfortable teaching and learning atmosphere and can motivate students in teaching and learning activities that will have a positive impact on achieving optimal learning outcomes.

c. Creativity in varying interactions

According to participant that Creativity in varying interactions, there are two opinions. It can be show in the statements from extract below:

Although students have the freedom to explore and construct new knowledge, the teacher remains fully responsible for this creative learning process. The learning context that is emphasized in creative learning is the teaching and learning process strategy carried out by the teacher in order to place students as active and independent individuals. Thus, students are not seen as objects who do not know anything. [RPR_0821_YGW]

Through the creative learning process, students have learning skills that include skills to acquire knowledge (learning to know), skills to develop themselves (learning to be), skills to do things (learning to do), skills to live in harmony with the environment (learning to live together), and skill wise ways (learning how to learn). So, how to develop teacher creativity in implementing creative learning? For example: Applying the use of technology and Creating image visualizations according to the learning theme. [PAQ_0821_YGW]

According to Pentury (2017) that teachers must have creativity in creative learning, including teachers who are able to stimulate students to bring up creativity, come up with ideas in the context of creative thinking and in the process of doing something. Thus, to Black (2015) said that in the context of learning, creativity can be fostered by creating a classroom atmosphere that allows students and teachers to feel free but there is still an interaction to learn and explore the curriculum. The teacher asks and students answer questions so they think hard, then argue and students have big ideas from various perspectives. The teacher also encourages students to show their understanding in the curriculum.

d. Ability to use technology in teaching and learning process

According to participant that Ability to use technology in teaching and learning process, there are two opinions. It can be show in the statements from extract below:

Technology in learning is one of the important things in this era. Through technology, everyone can get information and have new educational opportunities. Technology is a window that opens access to thousands of learning resources. [AAD_0821_YGW]

Currently, many schools in Indonesia are already using computers, tablets, smart phones, and other technological devices in the learning process. This is inseparable from the pandemic conditions that require Mr. and Mrs. Teachers to carry out online teaching and learning activities. Unfortunately,

technology in this learning is still an obstacle for most of the teachers. [RN_0821_YGW]

The two opinions above can be combined, namely there are three types of application of technology in education: 1) teachers use technology in teaching in classrooms, to plan teaching and presentation of lesson content to students; 2) teachers use technology for presentations; 3) teachers use technology to do administrative tasks related to their profession, such as assessment, note-taking, reporting, and management tasks (Mustikasari; Nurhayati, 2016). Learning technology is a process with a certain system in making it easier for students to learn and be able to examine learning problems, thus making learning more effective (Asiba, 2020). Technology in education is very important to create a sense of enthusiasm of students in learning. In fact, the use of technology in education can also increase student interest in learning, because in this case students do not feel bored when participating in learning. Thus, that educational technology can facilitate the learning process that is being applied.

e. Ability to develop and use learning media in teaching and learning process

According to participant that Ability to develop and use learning media in teaching and learning process, there are two opinions. It can be show in the statements from extract below:

first, learning media provide guidelines for teachers to achieve learning objectives so that they can explain learning materials in a systematic order and assist in presenting interesting material to improve the quality of learning, second, can increase students' motivation and interest in learning so that students can think and analyze the material the lessons given by the teacher are good with fun learning situations and students can understand the subject matter easily. [PL_0821_YGW]

Learning media can be used as a tool in teaching and learning activities. As a teacher, you must be able to choose learning media that are appropriate and suitable for use so that the teaching

objectives set by the school are achieved. [HR_0821_YGW]

The finding that learners preferred to achieve goals and success in learning activities, a teacher's level of creativity is needed to be able to create good media according to the characteristics of students, so that what will be conveyed can be conveyed properly to the students, because a good way of delivering media can cause excitement or feelings of pleasure. to learn what the teacher said. On the other hand, unattractive media delivery methods tend to be ignored by students. So that the objectives of teaching can be accurately conveyed to students (Utami, 2017).

The teacher's role in the importance of developing learning media is a determinant of student success according to its characteristics. If to this day there are still teachers who have not used the media, it only needs one thing, namely a change in attitude. In choosing learning media, it requires appropriate needs, situations and conditions.

f. Ability to create meaningful and joyful learning

According to participant that Ability to create meaningful and joyful learning, there are two opinions. It can be show in the statements from extract below:

Prospective teachers must be able to make and create learning videos, students do not feel bored with only one type of activity. Another type of activity is conducting discussions, videos, or others that have been designed. [AAD_0821_YGW]

In a similar tone, SA also reported she preferred teacher create a fun learning. In her view, virtual meetings allowed learners to construct knowledge together. She stated:

Teachers must learn to enrich themselves, with various knowledge as provisions to carry out their duties as teachers. create a fun learning. so that teachers must explore the field of scientific disciplines. [SA_0821_YGW]

The excerpts from AAD and SA seemed to converge that teacher must explore the scientific disciplines that will be conveyed by students and how to teach them to students (Utami, 2013). Thus, as in the classroom, a teacher must be professional. The teacher must be able to convey the material as naturally and comfortably as possible for students (Wahyuni,2017), so that students are not frustrated because they do not immediately understand about what the teacher discussed. Here, joyful and meaningful learning must be used. A learning ideally fun and meaningful and teachers have a big role here.

The teacher is seen not only as a giver knowledge, but also partners, models, mentors, facilitators and play an important role in student success. Teachers must understand the psyche of their students and create an environment always positive learning to create positive results.

4. CONCLUSION

Based on the result of the questionnaire to students.

1. According to Students' perception of the Lesson Plan design in microteaching practice, most of the students gave positive perceptions of the microteaching practice in the teaching and learning process, they have understanding about microteaching, they were being happy in learning Microteaching, they use learning media, they can develop teaching skills. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

2. According to Students' perception of the Lesson Plan design in microteaching practice, all of the students gave positive perceptions. They were understanding about Lesson Plan, they were focused on providing material, they were understanding about feedback, they know their weaknesses and strengths. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

3. According to Students' perception of the use of learning media in microteaching practice, all of the students gave positive perceptions. They have the quality of the presentation video (picture, sound, and angle camera), Creativity in motivating and grabbing the students' attention, Creativity in varying interactions, Ability to use technology in teaching and learning process, Ability to develop and use learning media in teaching and learning process, Ability to create meaningful and joyful learning. The percentage results are shown by students by choosing more strongly agree and agree from each available indicator.

SUGGESTIONS

Based on the results, the researchers provide the following suggestions:

The results of the description of the variable perception of students about the role of the micro teaching course with the lowest level of achievement are found in the indicators The students understanding about Lesson Plan, Creativity in varying interactions, Ability to develop and use learning media in teaching and learning process. This indicates that students do not fully understand the indicators in

microteaching. What can be done to avoid this is that prospective teacher students must be able to use variations in teaching such as emphasizing on certain parts that are considered important, walking slowly towards students while maintaining eye contact so that students do not feel bored. This can be done by providing training, providing guidance, and conducting socialization so that students are able to make variations when teaching.

The description of the variables above, the level of achievement of the respondents in the students understanding about Lesson Plan, Creativity in varying interactions, Ability to develop and use learning media in teaching and learning process with low results. This proves that students still do not understand and need to be improved.

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