



Strengthening the Micro Teaching Role in the Development of Teacher Candidates Teaching Skills

Sumiarti¹, Subur²✉, Julia Fatmawati³, Puji Nur Aisyah⁴, Banatul Khomsah⁵

¹Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Jl. A. Yani 30 A Purwokerto Utara, Banyumas 53126, Indonesia

✉ subur@iainpurwokerto.ac.id

Received 31 March 2021; Accepted 5 June 2022; Published 30 June 2022

Abstract: This study aims to analyze the micro-teaching course at the Faculty of Tarbiya and Teacher Training (FTIK) IAIN Purwokerto. The laboratories department of FTIK carried out the program. Analyzing its implementation is essential because micro-teaching is a strategic activity to improve teacher competence. Micro teaching is widely associated with efforts to improve teacher skills in education, and thus great attention is required. The data source in this study is the micro-teaching manager and the study program head. It is from observations and interviews. The steps to analyze the data are reduction, data display, verification, and conclusions. The results showed that technical briefing by merging all study programs at the same time, overcrowded participants, unrepresentative speakers for each study program, irrelevant appointed supervisors with the study program, and micro-teaching schedules that coincide with the lectures schedules had the potential to cause the implementation of micro-teaching becomes less effective. It encourages the need to re-enforce the role of micro-teaching to be more effective in providing basic teaching skills for the teacher candidates. The lecture should manage every study program by coordinating with the laboratory. It aims to increase the effectiveness of micro-teaching. The briefing material needs to be supplemented by enrichment various learning strategies relevant to the study program. One lecturer with small classes carries out lectures according to the norms of micro-teaching classes, and the frequency of meetings is adjusted to the regular lecture schedule.

Keywords: micro-teaching, teaching skills, competent teachers.

A. Introduction

Learning is the central part of the educational activity. The quality of learning largely determines the success of education. The learning quality can be realized and supported by qualified teachers. Nowadays, learning still places the teacher as the dominant figure, especially at primary and secondary levels. Teachers play a crucial role in the learning process. Teachers can act as informers, organizers, motivators, initiators, facilitators, mediators, and evaluators. Therefore, competent teachers

pedagogically, personally, socially, and professionally are needed. Teaching skills are an accumulation of several of these competencies in teaching skills; teachers reflect pedagogical abilities and mastery of educational theory as well as personal and social competence. Therefore, teaching skills are an essential indicator of the teacher's ability to carry out their duties as an educator. The development and improvement of these teaching skills are necessary for the institution to pay attention to.

Micro teaching is a trial event for prospective students to practice and establish themselves as future teachers. In addition, micro-teaching activity is also a real functionalization of various competencies. In micro-teaching, various learning components will be prepared through a written lesson plan (RPP). In practice, control and supervision by lecturers through observation are easy because the micro-teaching class is relatively small. With small classes, lecturers also easy to identify the various dynamics and shortcomings of prospective teachers in mini-practice. It is then evaluated and improved because the more practice, the more visible the multiple abilities of the future teacher students. It means that teaching skills can be formed through many trials, and micro-teaching is the main activity in developing the teaching skills of prospective teachers.

The emergence of micro-learning is based on the assumption that teachers are not born but formed. Complex practice situations must be simplified so that attention can be entirely focused on developing specific basic teaching skills. With limited training, it is easier for lecturers to control student behaviour than teaching using complex learning. In addition, it is possible to conduct systematic and objective observations (Sadikin, 2020). Micro teaching is designed to train prospective teachers' teaching skills (Helmiati, 2017). Therefore, micro-teaching is a means to train, develop, and accomplish the teaching abilities of future teachers.

According to Suryani (Suryani et al., 2018), the concept of micro-teaching is actual, focuses on developing basic teaching skills to get input, tightly controlled, with minimal pressure, active participants, and practice can be done repeatedly. Micro-teaching is a procedure set to improve the teaching ability of prospective teachers (Arsal, 2014). Micro teaching is formulated as teaching on a small scale designed to develop new skills and improve old skills, Mc. Knight (Azizah & Rahmi, 2019). According to Silalahi (Silalahi, 2020), micro-teaching is a miniature of the learning process made with a limited time and several students. Micro teaching activities are conducted for 5-20 minutes with 3-10 students (Agustin, 2017).

Micro teaching is a peer teaching activity that aims to prepare teaching skills. Students are expected to have insight and experience in teaching skills needed for actual teaching in schools. These skills are contained in the micro-teaching guidelines for educational practice units (Tim UPK, 2011). Micro-teaching is a learning activity that can improve students' pedagogical abilities and impact the formation of student attitudes and character (Sparks & McCallon, 1974). Micro teaching can also increase self-confidence and teaching skills and strengthen the character of the teaching style of prospective teachers (Donnelly & Fitzmaurice, 2011). According to Mukaodan (Mukondar, 2015), micro-teaching courses affect actual teaching readiness.

Meanwhile, Rindrayani (Rindrayani, 2016) said that improving the quality of micro-teaching for students encourages them to be able to apply basic teaching skills.

Research related to micro-teaching has been done a lot, including by Dina Novianingtyas (Novianingtyas, 2018), that micro-teaching activities with a focus on developing basic teaching skills for prospective teachers need to be improved. Evaluating these activities to enhance students' teaching skills is also essential. Micro-teaching textbooks are required to guide all involved in learning activities so that micro-teaching practices meet the expectations (Kurniawan & Masjudin, 2017). Likewise, research by Rahmat Rasmawan (2021) concludes that micro-teaching, which can improve teaching skills in the 21st century, needs to be continued. It is necessary to set indicators of quality micro-teaching standards according to the demands of student needs.

At the Faculty of Tarbiyah and Teacher Training, IAIN Purwokerto, a laboratory that manages micro-teaching activities. The micro-teaching activities have not changed significantly since 1993, which included technical guidance and micro-teaching practice. Considering the strategic function of micro-teaching, it is necessary to evaluate and strengthen efforts to increase the effectiveness of activities and the quality of micro-teaching results, including technical implementation.

B. Method

The research was conducted using field research and was descriptive and qualitative. Data were collected through field observations in technical guidance activities and micro-teaching practice. Descriptive research aims to obtain information about the situation or condition of a phenomenon. In that situation, there is no manipulation, and it happens naturally. Sukmadinata (in Linarwati et al., 2016) explains that descriptive research is research that aims to describe phenomena; in this case, activities, characteristics, changes, relationships, similarities, or differences between one phenomenon and another are explained in detail qualitatively.

The object of this research is data and information related to the process of implementing micro-teaching from the beginning to the end of the odd semester in the 2019-2020 academic year with technical guidance materials, technical guidance activities, basic teaching skills and the micro-teaching process in the Laboratory of the Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Purwokerto. The data sources were taken through library research related to micro-teaching, micro-teaching managers, micro-teaching activities, micro-teaching archive documents, study program lecturers, and the head of a study program. The determination of data sources is based on their relevance to the data collected. The data were collected through recording, observation, and interviews. Interviews were conducted with micro-teaching managers, lecturers, and the heads of the study program to get information about the micro-teaching format. The collected data is then analyzed with the stages of reduction, display, verification, and conclusion.

C. Result and Discussion

Based on the data collection using interviews and observations on the micro-teaching activities of the Laboratory of the Faculty of Tariyah and Teacher Training (FTIK) IAIN Purwokerto in recent years, several facts were obtained as follows:

First, micro-teaching is a course weight 2-semester credit unit managed by the FTIK Laboratory and is included in the diploma transcript. Micro teaching activities are not like other courses in general but with separate management and are carried out through three stages. These stages are technical guidance with an allocation of 7 hours of lessons, micro-teaching practice with each student performing four teaching procedures, and the last is micro-teaching reports.

Second, the technical guidance activity was carried out by combining students of Islamic Education (PAI) and Arabic Language Education (PBA) study programs as many as 498 students, 290 English Education Department (TBI) and Maths Education (TMA) students, and 278 Madrasah Ibtidaiyah Teacher Education (PGMI) and Early Islamic Childhood Education (PIAUD) students. The efficiency of the place and time were considered in combining students from several study programs.

Third, the technical guidance activities were carried out at the IAIN Auditorium. The technical guidance materials include the function and role of Field Experience Practice (PPL) for prospective teachers, basic teaching skills, planning, and teaching preparation, as well as active learning strategies. The material for the technical guidance was delivered by structural officials at the faculty and the head of the laboratory. At the end of the technical direction, an evaluation is conducted to find the results. After that, students were asked to coordinate with the assigned micro-teaching supervisor to prepare the technical implementation of micro-teaching guidance and practice.

Fourth, the field experience practice supervisor I/Micro teaching is determined by the FTIK Laboratory based on the principle of equity. Almost all lecturers at FTIK become micro-teaching supervisors. With the principle of equity, the lecturer of the related study program does not have to be a micro-teaching supervisor for students of the same study program (the supervisor does not have to be appropriate with the home base of the study program). It can be seen in the decision letter (SK) of the micro-teaching supervisor issued by the faculty leader. This equity occurs because the number of micro-teaching participants from each study program is not the same as the ratio of lecturers in each study program. Before the practice, the supervising lecturers gathered to attend orientation and discuss the technical implementation of micro-teaching and other related matters. The activity was held so that the technical activities of micro-teaching could take place smoothly, and the goal of strengthening basic teaching skills for prospective teachers could be realized optimally.

Fifth, the determination of the micro-teaching schedule is prepared by the FTIK Laboratory. The management of microteaching is carried out independently and is not influenced by other parties considering many microteaching groups and supervising lecturers. At the same time, the time available for micro-teaching practice is minimal.

The time for micro-teaching activities also coincides with the time for regular lectures. Scheduling of micro-teaching activities is also arranged after the lecture activities occur, making it challenging to coordinate the preparation of lecture schedules and micro-teaching. Thus, it is not uncommon for the micro-teaching schedule to coincide with the teaching schedule. If there is a similarity in the program, then the time is divided into two: some time for teaching and another time for monitoring micro-teaching.

Sixth, the practice of micro-teaching is performed by students one by one in turns with a maximum time duration of 10 minutes. Students must have submitted a lesson plan (RPP) before they serve micro-teaching practice as the basis for lecturers to synchronize theory and practice and the basis for assessment. During micro-teaching, students performed four times (observation twice, recording once, and integrated practice once with an allocation of 30 minutes per student).

Microteaching activities allow students to practice and observe the other students. The student will take turns to practice teaching while at the same time monitoring the other students' performance. After students have performed, they will be evaluated by the supervisor and their peers in the group. The same thing happened in the second round of micro-teaching practice. In the third round of micro-teaching, it is done using recordings. Meanwhile, the fourth round of micro-teaching was carried out within 30 minutes. The lecturer evaluates at the end of every four micro-teaching meetings.

Seventh, when the students perform micro-teaching in the first, second, third, and fourth rounds, the lecturer will observe them while reading the lesson plans. Unfortunately, some lecturers cannot assist students while they are practising the micro-teaching because, at the same time, lecturers also have scheduled classes. Hence, often micro-teaching practices were not observed directly by the supervisors. Instead, they only filled out assessment forms based on the prepared lesson plans. With this condition, micro-teaching practice activities cannot be guided and assessed optimally. In addition, lecturers also conduct assessments using pre-determined forms. The first, second, and third forms are similar, but the fourth one is different that uses the highest and lowest scoring intervals.

Eighth, the results of the assessment carried out by the lecturer are then submitted to the micro-teaching manager for further recapitulation. In submission, many lecturers are not uncommonly late in submitting micro-teaching scores. The score of micro-teaching from the lecturer is then combined with the score of the technical guidance and micro-teaching report. Based on this combination, the manager determines the final score of micro-teaching.

Based on the above explanation, some problems arise with the micro-teaching practice: First, the micro-teaching practice has been maintained and carried out since the author entered IAIN Purwokerto. Second, implementing the technical guidance by combining several study programs and the determination of resource persons are based on practical and efficient considerations. The implementation was chosen because it is technically more accessible and faster. Third, the decision of supervisors

is based on equity, not based on their intellectual capacity. This consideration was based on the equity right that every lecturer has the right to guide the students in micro-teaching practice. If entitled lecturers are not allowed to show, it is feared that they will protest and demand their rights. It is also related to the micro-teaching honorarium. Fourth, some micro-teaching schedules often coincide with the lecture schedule. This difficulty occurs because there are so many lecturers at FTIK who guide micro-teaching and teaching in the class at the same time. Even lecturers sometimes change class schedules, ensuring the lecturer's free time more challenging. Consequently, the program is set regardless of the regular class. Fifth, the assessment is determined by many factors due to the system in micro-teaching practice.

The micro-teaching practice has some impacts. First, the course has not improved significantly because they are still preserving the old model, not responding to the current demands of micro-teaching. The only thing that has changed is the manager. Second, the effectiveness of the technical guidance was very low, mainly because it was carried out with a large number of participants and in a vast place, so various explanations could not be adequately understood. Likewise, the resource persons could not give correct information based on the students' needs in each study program. Third, some lecturers guide more on formalities and lack mastery of the substance of the material. Fourth, micro-teaching guidance is often not optimal because lecturers often go in and out and even leave the micro-teaching class because of scheduled teaching activities. Therefore, the results of micro-teaching are not validly measured. Fifth, the assessment does not prioritize the substance of students' abilities over micro-teaching abilities.

Reinforcement or revitalization means efforts to optimize the role or function of something. In this case, micro-teaching management needs to be optimized to achieve maximum results. The optimization is based on the purpose of micro-teaching to produce professional teacher candidates in teaching. Thus, all components related to implementing micro-teaching must be observed and evaluated to improve the role and functions of micro-teaching practices. An excellent micro-teaching procedure is a measurable and targeted implementation.

Observing the implementation of micro-teaching as stated above, there are several essential things to be followed based on Law Number 14 of 2005 concerning Teachers and Lecturers Chapter 1 Article 1 paragraph 1 regarding the duties of teachers as professional educators with the main task of educating, teaching, training, guiding, directing, and evaluating. Likewise, paragraph 10 concerning teacher competence includes a set of knowledge, skills, and behaviours that must be possessed, internalized, and mastered by teachers or lecturers. These competencies include pedagogical competence (mastery of educational and learning theories as well as educational psychology theories related to student behaviour), personal competence (having a noble personality and integrity as a teacher who is an excellent example for students), social competence (having the ability to communicate and interact well with students, peers, and the wider community), and professional competence (having mastery of teaching materials and skilled in using relevant learning strategies, as well

able to manage classes). Therefore, a serious commitment is needed by every educational institution, including FTIK IAIN Purwokerto. This commitment can be realized in the professional and effective management of micro-teaching practice to produce teacher candidates with the competencies described above.

In micro-teaching, technical guidance is carried out to provide theory and techniques for the students in implementing micro-teaching. However, the technical guidance process is ineffective if carried out in a large room with many participants. The attention and concentration of the participants tended to be unfocused because the space was too large, and there were too many participants. Hence, each of them managed to be busy with their habits, such as chatting or playing with their cellphones. Thus, the results of the technical guidance are not on target. The ideal technical guidance involves professional lecturers and limited participants so that technical guidance can take place effectively because there is an intense interaction and deepening process. If this is not done, technical guidance is only a formality. An excellent micro-teaching process should be followed by a limited number of students, a maximum of 10 people with 5-10 minutes for each practice, and carried out repeatedly (Agustin, 2017). Explaining the material given to the limited participants will be easier to accept; even if you don't understand it, the dialogue can be carried out more intensively.

Each study program has a different focus and discipline. Thus, the presentation of material in the technical guidance should be based on the scientific competencies of each study program. The technical advice aims to give students insight and information on the micro-teaching practice based on each study program. In this case, the presentation of the material should be carried out by professional lecturers based on each study program to provide the material needed by students. Islamic Education (PAI) students, for example, will be getting technical guidance from lecturers who fully understand the presentation of PAI material. Arabic Language Education (PBA) students get specialized advice from lecturers who fully understand Arabic Language learning. Likewise for students of other study programs. This is important because every education-based study program must strengthen the mastery of learning methodology. Regulation of the Director General of Pendis number 1/212/2011 stipulates that each study program must have lecturers with an appropriate scientific background (linear) of at least five. This regulation is intended, so lecturers have competence in strengthening the science of the study program and skills to equip their students. Especially for the material on active learning strategies needs to be given particular emphasis. The material provides skills for prospective teacher students so they can use various active learning strategies. At the Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Purwokerto, there are seven study programs with their respective material and discipline. Hence, each study program's teaching and learning strategies are different. Suppose lecturers from the same study program give prospective teachers from study program students enrichment of active learning strategies. In that case, enrichment will be more effective because the lecturers are more proficient in the study program.

Similarly, the supervisor's determination should ideally come from the same study program because the intended supervisor better understands the materials to be practised in micro-teaching. Therefore they can function optimally in directing the students. The supervisor with the same study program can require students with in-depth material. For example, a lecturer in Arabic Language Education (PBA) can guide the PBA students better than supervisors from other study programs. This is because the lecturer who teaches the PBA students deeply understands Arabic in terms of material and learning methodology. The lecturer knows a lot of what students need regarding Arabic language learning, so they can provide what students need regarding mastery of Arabic and their learning methods. The weakness of lecturers in mastering the methodology is more accessible to adapt than lecturers' weaknesses in mastering content. It means that faults in the process are more accessible to overcome than weaknesses in terms of mastery of content or material.

Many micro-teaching schedules are found in conjunction with regular lecture schedules at FTIK. This situation is a highly complex matter, meaning that it is tough to overcome because there are many activities involving many lecturers and limited time. This colliding schedule has been going on for a very long time. If it is not changed, then micro-teaching results cannot change for the better. Micro teaching is just a formality. With technical lectures systemized with the current SISCA (academic information system at IAIN Purwokerto), lecturers who receive a micro-teaching schedule at the same time as the lecture schedule prefer to teach in class rather than guiding students in micro-teaching. Micro teaching is done by simply reading the lesson plans, filling out an assessment form, and then submitting it to the manager. The micro-teaching practice was not conducted seriously because the lecturer had no control. In practice, students tend to play around because they teach their friends. It means that micro-teaching is not as expected. To prevent the schedule from coinciding, micro-teaching courses are included in SISCA and are scheduled like regular lectures. However, it still coordinates with the laboratory related to the room, equipment, and data of the instructor and students. The lecture techniques can be carried out by approximately 40 students divided into four small groups (see [Agustin, 2017](#)). If there are 16 meetings in one semester, each group will have four meetings in one semester, but if the group is reduced, the frequency will increase. This method is relatively more straightforward, and lecturers are more practical in controlling the students' ability to conduct micro-teaching.

In micro-teaching practices, teaching is prospective teachers' main task, which implies that teaching is an important job and must be prepared as well as possible. Therefore, future teachers must carry out some demands professionally and seriously. Thus, a good teacher is a teacher who can carry out his duties seriously and with careful preparation. Teaching is complex because it includes various elements such as science, values, technology, emotions, and behaviours in a performance ([Sadikin, 2020](#)). In teaching, there are also various interrelated components (objectives, materials, methods, media, evaluation), so it becomes so complex. Hasibuan (in [Yulianingsih & Sobandi, 2017](#)) states that teaching is an activity to organize the environment

concerning students and is carried out as well as possible. In teaching, it is necessary to strive for activity components that can provide a more significant portion of teaching experience to students and develop essential teaching skills because this ability is the primary goal of micro-teaching practices (Azizah & Rahmi, 2019).

A good micro-teaching process should focus on developing basic teaching skills (Suryani et al., 2018). According to Rusman (in Bastian, 2019), basic teaching skills are an essential and unique form of behaviour that teacher candidates must possess to carry out learning tasks in a planned and professional manner. Similarly, teaching is a complex activity because many aspects are involved in it, such as science, art, technology, and values. Teaching skills are the process of using a set of teaching skills in an integrated manner so that practical teaching activities are not only seen from the teacher's appearance but also must be seen in terms of achieving high learning goals and outcomes (Sadikin, 2020). Teachers can teach more effectively, efficiently, and professionally if they have followed the practice of applying basic teaching skills (Mansyur, 2017). Strengthening aspects of the teaching experience and applying teaching skills greatly support the learning process and its success (Agustina & Saputra, 2017).

The technical implementation of micro-teaching needs to be carried out with more focus on enrichment, practice, and evaluation of processes directly related to developing basic teaching skills. Other activities that do not support the achievement of skills should be minimized. The method of implementing micro-teaching, which involves a lecturer, will be different from than conducted by a system. Lectures taught by a lecturer directly are easier to carry out because they do not require complicated procedures. Implementation is more straightforward, clearer, controlled, and centralized because it is managed by one lecturer and does not involve other parties. Technically and operationally, micro-teaching practices taught directly by a lecturer will be more practical. The process and student participation in micro-teaching are easier to observe. For students, they can concentrate more on preparing teaching materials, lesson plans, teaching skills, and the necessary media without being bothered by other technical matters. Micro teaching lectures managed by the system are technically complicated. There is a process of registration, debriefing, guidance, and reports. The results are also not necessarily optimal because it takes place through complicated techniques. In microlearning, there are three stages. First is the planning stage, namely preparing a learning implementation plan that starts with setting goals to evaluating and preparing all the things needed. The second is the implementation of a written plan. The third is the evaluation stage, which measures whether the learning has been carried out following the written procedure, as well as whether the results of the teaching follow the objectives set in the planning (Syafi'i, 2014). According to Perlberg, as quoted by Sukirman (2012), micro-teaching is essentially a simplification of the teaching practice process, so the technical implementation is also carried out. Micro teaching should focus on developing teaching skills (Suryani et al., 2018).

In good micro-teaching, two things must be considered, the lesson plan and its practice. The lesson plan (RPP) serves as an initial guide for a prospective teacher to

be able to teach well, so it must be prepared as well as possible. A good lesson plan (Tim UPK, 2011) must fulfil several things, including a clear and measurable formulation, material that follows the objectives, organizing the material, choosing the suitable media, detailed learning methods, scenarios, and a complete assessment instrument. While the implementation of good learning must fulfil the following things, including apperception to measure student readiness, teachers master the material, contextualize teaching materials with actual situations, learning supports goals, masters classes, using appropriate media, generating enthusiasm and student responses, dialogical, using communicative language, and providing summaries. Likewise, micro-teaching should emphasize students' abilities in preparing lesson plans and teaching practices (Suryana, 2018). In teaching practice, various types of skills practically must be mastered by prospective teachers. Practical means that the skill must be present and identifiable. Therefore, each teaching skill has characteristics and indicators. Future teachers should be able to practice each teaching skill, such as opening, explaining, conducting variations, guiding discussion groups, guiding small groups, managing classes, giving reinforcement, and closing lessons (Nurwahidah, 2020). A prospective teacher should know the characteristics and indicators of each skill in more detail because various skills can appear simultaneously and be realized by a teacher. In this case, the role of lecturers and student activity is crucial so that the indicators of each teaching skill can be known (Ardi, 2014). In one meeting, prospective teachers can demonstrate more than one teaching skill, for example, explaining, then demonstrating skills in managing discussions, the ability to provide variety, reinforcement, and so on.

The existence of an assessment carried out by the lecturer directly psychologically makes students more severe in participating in micro-teaching because the score is based on the lecturer, not a system that sometimes can be biased.

D. Conclusion

The following conclusions can be drawn from the discussion on strengthening micro-teaching above. First, the micro-teaching practice with a system model lacks support for effectively implementing the technical guidance and micro-teaching. Second, the technicality of such lectures results in the substance of micro-teaching lectures, namely, the technical guidance and teaching practice cannot run optimally. The third is the need to reinforce micro-teaching lectures by focusing more on each study program, including the appropriate supervisor to guide the students by coordinating with the laboratory and using the micro-teaching class format.

References

- Agustin, A. (2017). The Analysis of English Language Education Students' Teaching Skills During Microteaching: Product-Process Approach in Teaching Grammar.

- Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 7(3), 251–256.
<https://doi.org/10.24246/j.scholaria.2017.v7.i3.p251-256>
- Agustina, P., & Saputra, A. (2017). Profil Keterampilan Dasar Mengajar Mahasiswa Calon Guru Biologi Pada Matakuliah Microteaching. *Jurnal Bioedukatika*, 5(1), 18–28. <http://dx.doi.org/10.26555/bioedukatika.v5i1.5670>
- Ardi, M. (2014). Pelaksanaan Pembelajaran Micro Teaching bagi Mahasiswa Program Studi PPKn STKIP-PGRI Pontianak. *Edukasi: Jurnal Pendidikan*, 12(1), 75–84. <https://doi.org/10.31571/edukasi.v12i1.192>
- Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453–464. <https://doi.org/10.1080/02619768.2014.912627>
- Azizah, N., & Rahmi, E. (2019). Persepsi Mahasiswa tentang Peranan Mata Kuliah Micro teaching terhadap Kesiapan Mengajar pada Mahasiswa Pendidikan Ekonomi UNP. *Jurnal Ecogen*, 2(2), 197–205. <http://dx.doi.org/10.24036/jmpe.v2i2.7312>
- Bastian, B. (2019). Analisis Keterampilan Dasar Mengajar Guru dalam Melaksanakan Pembelajaran di Sekolah Dasar. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 3(6), 1357–1365. <http://dx.doi.org/10.33578/pjr.v3i6.7899>
- Donnelly, R., & Fitzmaurice, M. (2011). Towards Productive Reflective Practice in Microteaching. *Innovations in Education and Teaching International*, 48(3), 335–346. <https://doi.org/10.1080/14703297.2011.593709>
- Helmiati, H. (2017). *Micro teaching: Melatih Keterampilan Dasar Mengajar*. Aswaja Pressindo.
- Kurniawan, A., & Masjudin. (2017). Pengembangan Buku Ajar Microteaching Berbasis Praktik untuk Meningkatkan Keterampilan Mengajar Calon Guru. *Seminar Nasional Pendidik Dan Pengembang Pendidikan Indonesia*, 9–16. <http://ejournal.mandalanursa.org/index.php/Semnna/article/view/166>
- Linarwati, M., Fathoni, A., & Minarsih, M. M. (2016). Studi Deskriptif Pelatihan dan Pengembangan Sumberdaya Manusia serta Penggunaan Metode Behavioral Event Interview dalam Merekrut Karyawan Baru di Bank Mega Cabang Kudus. *Journal of Management*, 2(2), 1–8. <http://jurnal.unpand.ac.id/index.php/MS/article/view/604>
- Mansyur. (2017). Keterampilan Dasar Mengajar dan Penguasaan Kompetensi Guru (Suatu Proses Pembelajaran Micro). *El-Ghiroh : Jurnal Studi Keislaman*, 12(1), 130–147. <https://doi.org/10.37092/el-ghiroh.v12i1.31>
- Mukondar. (2015). Pengaruh Micro teaching dan Praktik Industri terhadap Kesiapan Praktik Pengalaman Lapangan (PPL) mahasiswa Program Studi Pendidikan Teknik Otomotif Universitas Muhammadiyah Purworejo. *AUTOTECH: Jurnal Pendidikan Teknik Otomotif*, 5(2), 156–159. <https://doi.org/10.37729/autotech.v5i2.1884>
- Novianingtyas, D. (2018). *Peran Microteaching Terhadap Keberhasilan Magang 3 Mahasiswa Program Studi Pendidikan Akuntansi Universitas Muhammadiyah Surakarta Tahun Ajaran 2014* [Skripsi, Universitas Muhammadiyah Surakarta]. <http://eprints.ums.ac.id/64714/>

- Nurwahidah, I. (2020). Kemampuan Keterampilan Dasar Mengajar Mahasiswa Calon Guru IPA Program Studi Pendidikan IPA. *EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran*, 1(2), 22–33. <https://doi.org/10.37859/eduteach.v1i2.1957>
- Rasmawan, R. (2021). Pengembangan Instrumen Microteaching Berdasarkan Pembelajaran Abad ke-21. *Edukasi: Jurnal Pendidikan*, 19(1), 31–45. <https://doi.org/10.31571/edukasi.v19i1.2348>
- Rindrayani, S. R. (2016). Pengaruh Micro teaching dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa Magang Program Studi Pendidikan Ekonomi STKIP PGRI Tulungagung. *Equilibrium : Jurnal Ilmiah Ekonomi Dan Pembelajarannya*, 4(2), 1–14. <https://doi.org/10.25273/equilibrium.v4i2.650>
- Sadikin, A. (2020). *Pembelajaran Mikro*. Salim Media Indonesia.
- Silalahi, D. E. (2020). English Lesson Plan Implementation by Teachers Candidate in Micro Teaching Course at FKIP of HKBP Nommensen University. *Journal of Languages and Language Teaching*, 8(2), 193–201. <https://doi.org/10.33394/jollt.v8i2.2542>
- Sparks, R. L., & McCallon, E. L. (1974). Microteaching: Its Effect on Student Attitudes in an Elementary Science Methods Course. *Science Teacher Education*, 58(4), 483–487. <https://doi.org/10.1002/sce.3730580407>
- Sukirman, D. (2012). *Pembelajaran Micro teaching*. Direktorat Jenderal Pendidikan Islam Kementerian Agama.
- Suryana, E. (2018). Analisis Kinerja Mahasiswa Peserta Micro teaching FITK UIN Raden Fatah Palembang (Studi Pada Mahasiswa Program Studi Pendidikan Agama Islam). *Tadrib : Jurnal Pendidikan Agama Islam*, 4(1), 120–137. <https://dx.doi.org/10.19109/Tadrib.v4i1.1960>
- Suryani, F. B., Rukmini, D., Bharati, D. A. L., & Hartono, R. (2018). Promoting EFL Student Teachers' Life-Long Learning through Microteaching Lesson Study. *Celt (A Journal of Culture, English Language Teaching & Literature)*, 18(2), 266–281. <https://doi.org/10.24167/celt.v18i2.1212>
- Syafi'i, M. (2014). Implikasi Pembelajaran Mikro dalam Pengembangan Keterampilan Mengajar di Madrasah. *Religi: Jurnal Studi Islam*, 5(2), 228–250. <https://www.journal.unipdu.ac.id/index.php/religi/article/view/422>
- Tim UPK. (2011). *Pedoman Pembelajaran Mikro*. UPK IKIP PGRI Madiun.
- Yulianingsih, L. T., & Sobandi, A. (2017). Kinerja Mengajar Guru Sebagai Faktor Determinan Prestasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 157–165. <https://doi.org/10.17509/jpm.v2i2.8105>