

DEVELOPMENT OF GUIDELINES FOR MICRO TEACHING IN EARLY CHILDREN EDUCATION FACULTY OF UNIVERSITAS MUHAMMADIYAH SURAKARTA

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Abstract: *The purpose of this study was to determine the need for Micro Teaching Guidelines for PG PAUD UMS (Universitas Muhammadiyah Surakarta) and produce Micro Teaching Guidelines for PG PAUD UMS according to the student needs. This research is a type of research and development or R & D with ADDIE design. The subjects of this study were 6th semester students who were taking Micro Teaching courses. Data collection techniques were carried out using a google form questionnaire, and Forum Group Discussion. The data analysis technique uses percentage analysis and content analysis. Percentage analysis was carried out on data from google form, content analysis was carried out on data from discussion results. The results of this study indicate that: (1) 100% of respondents need a Micro Teaching Guidebook specifically for PG PAUD; (2) 100% of students and lecturers of PG PAUD UMS understand the contents of the Micro Teaching Guideline for PG PAUD UMS and stated that the Guidelines are effective for guide learning of Micro Teaching at PG PAUD UMS which seen from the criteria percentage of effectiveness.*

Keyword: *Guidelines, Micro Teaching, Early Childhood Education.*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan pedoman mikro *teaching* PG PAUD UMS (Universitas Muhammadiyah Surakarta) dan menghasilkan pedoman mikro *teaching* PG PAUD UMS yang sesuai dengan kebutuhan siswa. Penelitian ini merupakan jenis penelitian dan pengembangan atau R&D dengan desain ADDIE. Subjek penelitian ini adalah mahasiswa semester 6 yang sedang mengambil mata kuliah mikro *teaching*. Teknik pengumpulan data dilakukan dengan menggunakan kuesioner google form, dan *Forum Group Discussion*. Teknik analisis data menggunakan analisis persentase dan analisis isi. Analisis persentase dilakukan pada data dari google form, analisis konten dilakukan pada data hasil diskusi. Hasil penelitian ini menunjukkan bahwa: (1) 100% responden membutuhkan buku pedoman mikro *teaching* khusus untuk PG PAUD; (2) 100% mahasiswa dan dosen PG PAUD UMS memahami isi pedoman mikro *teaching* PG PAUD UMS dan menyatakan pedoman tersebut efektif untuk pedoman pembelajaran mikro *teaching* di PG PAUD UMS dilihat dari kriteria persentase keefektifannya.

Kata Kunci: Pedoman, Pengajaran Mikro, Pendidikan Anak Usia Dini

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INTRODUCTION

The Faculty of Teacher Training and Education (FKIP) Universitas Muhammadiyah Surakarta (UMS) is a faculty that produces prospective teachers. To form the teaching skills of prospective teachers, FKIP students are required to take Micro Teaching courses. Micro Teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5 to 20 minutes (L.C. Singh, 1997 in Teng). So Micro Teaching is teaching practice course that is reduced both in terms of the number of students and the time.

In the 2003 National Education System Law Chapter 1 Article 1 paragraph 14 it is stated that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Based on the article, it is also known that the purpose of early childhood learning is to help children grow and develop. The situation of providing stimulation is carried out in play activities because children learn through play, as stated by Phelps (1997) "Children learn through their play". NAEYC (1996) has conveyed one of the principles of child development "Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development. Meanwhile It has outlined that one of the principles of early childhood education is "Learning through playing".

Micro Teaching is very important for prospective teachers. The results of research by Setiawan (2018) conducted research on the effectiveness of micro learning shows that Micro Teaching Learning has a positive effect on teaching skills in FKIP students. This means that the more effective Micro Teaching

Learning, the better teaching skills. Sa'ad (2015) states that Micro Teaching is useful in improving teaching skills, classroom management, and the self-confidence of prospective teachers. However, the condition of facilities and infrastructure that is not good can result in Micro Teaching not being maximally success. The results of Cahyono's research (2017) and Jardi (2013) show that students' lack of skill in applying basic teaching skills in teaching practice, the unavailability of standard implementation of Micro Teaching causes preparation and implementation of Micro Teaching only in the sufficient category. Based on the results of the researchs above, it is necessary to have a good Micro Teaching facility. One of these facilities is the existence of a Micro Teaching PAUD manual.

The Micro Teaching Laboratory in education faculty is a unit formed to take care of matters related to learners, including the implementation of Micro Teaching and Field Experience Practice (PPL). To support its performance, FKIP has published the book "Design and Guidelines for Micro Learning" (DPPM), with the aim that there is a common perception between students and lecturers in implementing micro learning. A manual is a book that provides information to guide or provide guidance to its readers to do what is conveyed in the book. Readers or users of the book include students who take Micro Teaching PAUD and PAUD lecturers.

The DPPM FKIP book should contain PAUD learning that is different from learning at school. However, the fact is that DPPM has not accommodated the diversity of existing learning, including in PAUD learning. In addition, the contents of the DPPM do not explicitly state the detailed activities carried out by its users. For this reason, it is necessary to develop a Micro Teaching Guidebook specifically for PAUD. The handbook developed in this study is a special guidebook for

learning for early childhood which will be used by students and lecturers of Micro Teaching PG PAUD. When using this product, it is expected that users, lecturers and students will be more focused in carrying out their activities

METHODOLOGY

Research Method

The research method is a research and development (R&D) ADDIE model which has five stages, namely Analysis, Design, Development, Implementation and Evaluation. 1) Analysis, at this stage the researchers analyzing the need for Micro Teaching manuals for the Early Childhood Education Teacher Education study program (PG PAUD) using a google form questionnaire. 2) Design, at this stage the researcher developed a draft of the PG PAUD Micro Teaching manual which was further validated by five PG PAUD lecturers and one media expert. 3) Development, researchers develop a product in the form of a complete PG PAUD Micro Teaching guidebook. This book was further validated by 10 PG PAUD lecturers. 4) Implementation, a guidebook for Micro Teaching PAUD that has been validated tested by several students, then implemented to students taking Micro Teaching courses and lecturers who have taught Micro Teaching PG PAUD. 5) Evaluation, the researcher assessed the effectiveness of the PG PAUD Micro Teaching Guidelines.

Research Subjects

The research was conducted on students who are taking Micro Teaching courses at the PG PAUD Study Program and the PG PAUD Lecturers at the University of Muhammadiyah Surakarta (UMS), Indonesia. In the needs analysis stage, there were 35 student respondents and 2 PG PAUD UMS lecturers. The design involves 5 learning experts and 1 media expert. In the Development phase, 10 PAUD and non PG PAUD Lecturers are involved. In the implementation

phase, it involved 40 PG PAUD Micro Teaching students and 6 PG PAUD lecturers as experimental subjects.

Data Collection Techniques

The data collection technique in the analysis stage uses a google form questionnaire that contains questions about the need for the PG PAUD Micro Teaching Manual. the feasibility of the media that has been tested on students. The contents of the need's questionnaire consist of: the need for a PG PAUD Micro Teaching manual, the contents of the manual, as well as the necessary attachments. Design stage data was also collected through discussion forums with PG PAUD UMS lecturers. In the forum obtained some suggestions. In the Development phase, data were obtained through discussion forums and questionnaires given to 10 PG PAUD lecturers. Furthermore, the Guidebook for Micro Teaching PAUD which has been validated is implemented for PG PAUD students who are taking Micro Teaching courses as many as 40 people and PG PAUD lecturers as many as 6 people. Evaluation data for product effectiveness was obtained through a google form questionnaire.

Data analysis technique

Analysis of research data at the analysis stage of product requirements used percentage analysis. Meanwhile, data analysis at the Design stage uses content analysis based on suggestions developed in discussion forums. Data at the development stage uses content and percentage analysis, and data at the evaluation stage to determine effectiveness is analyzed through percentages. Descriptive percentage refers to the steps according to Riduwan (2004, pp. 71-95) as follows: a) Calculating the respondent's value and each aspect or sub variable, b) Recap values, c) Calculating the average value, and d) Calculating percentage with the formula:

$$DP = \frac{n}{N} \times 100$$

Where DP = Descriptive Percentage (%),
n = Empirical Score (Score obtained)
N=Ideal Score for question items.

The percentage is confirmed using the criteria. The criteria used are the criteria for the Job Implementation Assessment List (DP3). DP3 is usually made for the management of Academic Positions, Groups, Ranks, and so on. The values in DP3 are measured using a scale. The value of the work implementation is stated with the designations and numbers as follows: a) Very good = 91 – 100; b) Good= 76 – 90; c) Enough = 61 – 75; d) Medium = 51 – 60; and Less = 50 and below.

RESULTS AND DISCUSSION

Need Analysis

This research focused on lecturers and students of PG PAUD UMS. As a data study material, researchers carried out data search activities carried out through google forms which were distributed to 35 PG PAUD UMS students who were taking Micro Teaching Courses and two lecturers.

Fill in the google form questionnaire for the need for Micro Teaching PG PAUD UMS guidelines which contains 12 questions with the answer choices "Yes" (score 1) and the answer "No" (score 0). Furthermore, the data from each answer is added up and in percentage. From the percentage results, it can be seen that there are many students who need the development of Micro Teaching PG PAUD UMS guidelines. The results of the needs analysis can be seen in table 1.

Table 1. Results of the needs analysis

NO.	Questions	Answer percentages	
		Yes	No
1.	Requires a Micro Teaching Learning Guidebook specifically for PAUD.	100%	0%
2.	The contents are direct PAUD Micro Teaching Guidelines PAUD learning.	92%	8%
3.	The Micro Teaching Guide needs to contain the Micro Teaching learning procedure for lecturers and students.	100%	0%
4.	In the Guide, it is necessary to include activities carried out by lecturers from the first meeting to the last meeting	89%	11%
5.	Micro Teaching Learning Procedures carried out by students are distinguished between various learning models	100%	0%
6.	In the guide there needs to be a brief description of the learning models that are practiced	100%	0%
7.	In the guide, it is also necessary to include student activities starting from the arrangement of the playing environment to closing	100%	0%
8.	Students need to practice Evaluation of children's learning outcomes	95%	5%
9.	It is necessary to give examples of systematics for evaluating children's learning outcomes.	100%	0%
10.	It is necessary to give examples of skills that must be mastered by students	97%	3%
11.	Examples of skills are accompanied by justifications equipped with theoretical foundations	95%	5%
12.	It is necessary to attach a sample lesson plan/lesson plan for each learning model along with the teaching materials	100%	0%

The results of the needs analysis in table 1 are clear, that 100% of respondents need a Micro Teaching Guidebook specifically for PG PAUD. This is reasonable considering that the way of teaching PG PAUD teachers is different from the way general school teachers teach. In addition, in the entire education system, PAUD serves as the foundation of education. No matter how high a building is, its sturdiness will lie in the foundation that supports it, and that foundation is PAUD. Therefore, PAUD teachers must be able to provide true experience to children. Because experience is the architect of the brain. Montessori in Phelps (2013) states experience is the architect of the brain. So that prospective teachers are not wrong in providing experience, there needs to be proper Micro Teaching guidelines. We responded to this need by developing Micro Teaching Guidelines specifically for PG PAUD.

The Design Process

Based on the results that have been obtained by taking into account the needs of the guidelines that have been conveyed by students as reflected in table 1, then the Micro Teaching PAUD design was developed. The designed design was then validated by one media expert and five PG PAUD lecturers in a discussion forum. Feedback from the discussion forum is as follows.

- a. The beginning and the end are written explicitly (among others, Cover, introductory page, table of contents, and others).
- b. The PAUD Micro Teaching Guidelines should not be combined with the Faculty of Education (FKIP) Micro Teaching guidelines.
- c. Micro Teaching Guidelines should provide practical instructions from the learning model that is generally used, namely the group learning model.

- d. The last part is written explicitly (i.e. Bibliography and Appendix)

The Development Process

The validated design was then developed into a PG PAUD Micro Teaching Manual. The product specifications that have been developed are as follows.

- a. Beginnings

The first part consists of a cover, an introduction, and a table of contents. The cover of the guide is given an image that reflects AUD learning, namely the child is playing with the teacher who provides stimulation. The preface contains a global description of the contents of the PAUD Micro Teaching manual. While the table of contents consist of the details of the contents of the book.

- b. Contents Section

The content section consists of four chapters, namely Introduction, Lecturer Micro Teaching Lecture Guidelines, Student Micro Teaching Guidelines, and Closing. The Introduction chapter contains general matters, namely: 1) The objectives of the PAUD Micro Teaching Course, 2) Early Childhood Learning, 3) Early Childhood Micro Teaching, 4) PAUD Micro Teaching Lecture Stages, and 5) PAUD Micro Teaching Practice Stages. The Early Childhood (AUD) Learning (number 2) explains the AUD learning objectives, AUD learning principles, AUD Learning Models, and AUD Learning Stages. Meanwhile, in the AUD Micro Teaching section (no3), the understanding, components, and skills of PAUD Micro Teaching are explained. The Lecture Guidelines chapter for lecturers contains the activities carried out by lecturers both before students practice Micro Teaching, when students practice Micro Teaching, and after students practice Micro Teaching. The Student

Micro Teaching Guidelines chapter contains the activities carried out by students both as practitioners, as observers, and as students. For students as practitioners, guidelines for implementing learning are presented with group models, area models, and center models. The stages of each learning model are also explained in it. The Closing Chapter contains an overall summary, expectations for all users, and openness to input.

c. Final Part

At the end part of the guidelines, contains a bibliography and appendices. The appendix consists of materials and examples of Lesson Plans. Teaching materials contain terms, facts, and principles according to the learning theme. The product that has been developed is then validated by 10 PAUD lecturers through a discussion forum to get more input and fill out a questionnaire to

determine its feasibility. From the discussion forum, input was obtained that the Cover Image reflects learning for Early Childhood which features teachers and students. Based on the input, it is then used to revise the product. Eligibility data was collected through a questionnaire using a rating scale, namely Very Less, Less, Enough, Good, Very Good. The questionnaire answer scores ranged from 1 to 5. There were 10 questions given in the questionnaire. Thus, the maximum ideal score for each individual is 50, and the minimum individual ideal score is 10. On the basis of these scores, 4 criteria were made starting from very feasible (score above 40); decent (score above 30 to 40); less feasible (score above 20 to 30); and not worth it (score up to 20). The results of the questionnaire obtained scores as follows:

Table 2. Results of the Feasibility Assessment of the MT PAUD Manual

	Score	Criteria
Responden 1	50	Very Worthy
Responden 2	48	Very Worthy
Responden 3	48	Very Worthy
Responden 4	50	Very worthy
Responden 5	47	Very worthy
Responden 6	48	Very worthy
Responden 7	48	Very worthy
Reponden 8	48	Very worthy
Responden 9	40	Worthy
Responden 10	48	Very worthy
Jumlah Skore	47	Very worthy
Average	47	Very worthy
Average percentage	94%	

Based on the above calculation, almost all of the respondents' results are very feasible, only one respondent is included in the appropriate criteria. Overall, the product developed is very feasible to be used as a Micro Teaching PAUD guideline.

Implementation

Before being implemented, the product was tested on two PG PAUD students who had taken Micro Teaching courses. From the trials on the two students, it was turned out that there were no problems, and they stated that the products developed had the accuracy to be

used in PG PAUD. After that, then just implemented.

The implementation was applied to 40 PG PAUD students who were taking PAUD Micro Teaching Courses and to Micro Teaching PG PAUD UMS lecturers. Implementation was carried out for four lecture meetings. After being used, the subject was then asked to fill out a questionnaire to find out its effectiveness at the Evaluation stage.

Evaluation

At this stage, the researcher will measure the effectiveness of the product. Mahmudi (2010) states that effectiveness is the relationship between output and goals or objectives to be achieved. Muhidin (2009) also explains that effectiveness is also related to the problem of how to achieve the goals or results obtained, the usefulness or benefits of the results obtained. Meanwhile, according to Poerwadarminta (1994), that in teaching, effectiveness is related to the achievement of goals. So, effectiveness is a condition of the level of success associated with the achievement of goals. The more and better

the goals are achieved, the more effective the activity or something will be. The purpose of the PAUD Micro Teaching Handbook is so that its users, namely PG PAUD lecturers and students who take Micro Teaching, understand the activities that each user does, and how to use them. According to Handoko (1998, pp. 103), there are several criteria that can be used to assess effectiveness, namely: usability, accuracy, scope, cost effectiveness, accountability, and timeliness.

After students and lecturers use the product, the next step is to fill out a questionnaire. Indicators of the effectiveness questionnaire, derived from the characteristics of the effectiveness of Handoko (1998). The questionnaire was made with 10 indicators with the answer options "YES" and "NO. Answers are scored with a score of one for "YES" answers, and zero for "NO" answers. Scores for each indicator are recapitulated and the percentage calculated. The results of the percentage of effectiveness questionnaires by lecturers can be seen in table 3, and by students in table 4.

Table 3. Results of Assessment of the Effectiveness of PG PAUD Micro Teaching Guide by Lecturers

No.	Questions	Percentages	
		Yes	No
1	Do you have any idea of what lecturers and students should do before Micro Teaching PAUD meeting?	100%	
2	Do you get information about the activities carried out by lecturers and students at each Micro Teaching PAUD lecture meeting?	100%	
3	Do you get an overview of the information provided by the lecturers before students practice, when students practice, or after students practice micro teaching?	100%	
4	Do you get an idea of the activities/skills that students have to do when setting up the playing environment?	100%	
5	Do you get an overview of the activities that students must do before practicing Micro Teaching	100%	
6	Do you get an overview of the activities/skills that students have to do when carrying out preliminary activities?	100%	

7	Did you get an overview of the student's skills during the core activities (when the children were playing)?	100%
8	Did you get an overview of the student's skills during the closing activity?	100%
9	Is the organization of the guidebook coherent, systematic and rational?	100%
10	Is the language in the manual easy to understand?	100%

Table 4. Results of Questionnaire Analysis of the Effectiveness of PG-PAUD UMS Micro Teaching Guidelines for students

No.	Questions	Percentages	
		Yes	No
1	Do you have an idea of what lecturers and students should do before Micro Teaching PAUD?	100%	
2	Do you get information about the activities carried out by lecturers and students at each Micro Teaching PAUD lecture meeting?	95%	5%
3	Do you get an overview of the information provided by the lecturers before students practice, when students practice, or after students practice micro teaching?	98%	2%
4	Do you get an idea of the activities/skills that students have to do when setting up the playing environment?	95%	5%
5	Do you get an overview of the activities that students must do before practicing Micro Teaching	100%	
6	Do you get an overview of the activities/skills that students have to do when carrying out preliminary activities?	98%	2%
7	Did you get an overview of the student's skills during the core activities (when the children were playing)?	100%	
8	Did you get an overview of the student's skills during the closing activity?	100%	
9	Is the organization of the guidebook coherent, systematic and rational?	100%	
10	Is the language in the manual easy to understand?	100%	

Based on table 3 and table 4 above, 100% of PG-PAUD UMS students and lecturers understand the contents of the Micro Teaching PG PAUD UMS guidelines and state that the guidelines are effectively used for Micro Teaching PG PAUD UMS learning guidelines which are seen from the percentage effectiveness criteria, namely a) Very good = 91 – 100; b) Good = 76 – 90; c) Enough = 61 – 75; d) Medium = 51 – 60; and Less = 50 and below.

CONCLUSION

The existence of a PG PAUD study program whose learning is different

from public school, encourages researchers to develop Micro Teaching Guidelines specifically for PG PAUD. The products developed are made according to the needs of users, namely PG PAUD Micro Teaching lecturers and PG PAUD students. Validation results, both at the product development stage which turned out to be "decent". Before implementing the product, it was tested on students who had taken Micro Teaching PAUD. After there are no problems, then the product is implemented for Micro Teaching students and Micro Teaching lecturers. After using the product, they were asked to fill out a questionnaire. The

results of the questionnaire analysis, both by lecturers and students, it is known that the product in the form of a Micro Teaching PAUD manual is effective as a micro PAUD learning guide.

The limitation of this product lies in the design of the method to determine the effectiveness of the product. Researchers only used one group, without a comparison group. One group was only given one type of treatment, namely directly using the new product without using the old product first.

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