The Evaluation of Online Learning in Micro Teaching Course in Tarbiyah and Teacher Training Faculty IAIN Bukittinggi

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Abstract. This research is based on the existence of Covid 19 Outbreak, which forced face-to-face learning process changes into online. The change of lecture model from offline to online demands the mastery of technology. The evaluation model of online learning in micro teaching courses used Kirkpatrick evaluation model, which use four evaluation steps; reaction, learning, behavior, and result. The limitation of research problem was evaluation of online learning program in micro teaching course. The formulation of problem was how big the degree of additional and change of students’ knowledge after following online learning in micro teaching course. The aims of research was how big the degree of online learning in micro teaching course. The kind of research was evaluation research used Kirkpatrick evaluation model by using 4 evaluation steps; reaction, learning, behavior and result. The population was students who take micro teaching courses total of 575. Sampling techniques was accidental sampling, 450 people. The technique of data gathering used questionnaire by analyzing data using quantitative non-statistical analysis. The result of research are (1) 40,56 % students mentioned they were satisfied to the implementation of online micro teaching, (2) 32,1 % students stated there is increasing of the additional of knowledge, skill and change of students’ attitude after following micro teaching. (3) 49,33% students tell there is quite increasing on the change of students’ behavior after returning to their circle, and (4) 40,65 % impact on the change of work behavior to students’ work productivity after following online micro teaching.

Keywords: Learning Evaluation, Micro Teaching, Online

1. Introduction

21st century learning demands online learning. Mobile learning application is one of choice in 21st century learning, both educator and students are expected able to use various kinds of technology and application for learning.[1] The existence of covid 19 outbreak demands educator and students to conduct online learning process. The change of face-to-face learning model to online gives big challenges, whether for educator, students as well as education providers.
Micro Teaching is one action or teaching and learning practice in laboratories situation.[2] Micro teaching is compulsory courses, which must be followed by the students of Tarbiyah and Teacher Training Faculty IAIN Bukitting as the form of the theory implementation, which had been learned. Micro teaching course is one of course preparing graduates becoming professional educator who have a set of knowledge, attitude and skill in order to support the reaching of competence mastery on pedagogic, personality, and skills as a whole. Micro teaching is learning activity to train the students doing teaching practice in micro situation and condition related to material, time, the number of students and kinds of basic teaching skills. The aims of micro teaching is preparing the students as the teacher candidate so that they have qualified basic teaching skills, as the teaching preparation in education institution (real classroom teaching), and having attitude and behavior as an ideal teacher.[3]

In academic year 2019/2020, 575 students of Tarbiyah and Teacher Training Faculty IAIN Bukittinggi take micro teaching course with details study program PAI 178 study program PAI 178, PBA 44, PBI 104, PMTK 115, and PTIK 105. 47 lecturers guide this course. There is something different with the implementation of micro teaching course at even semester academic year 2019/2020; it conducted online. Online implementation policy is done because the existence of Covid 19 Pandemic outbreak, so that there are so many drastic change from learning method aspect used.

This research aims specifically to know how effective the implementation of online learning in micro teaching course at even semester 2019/2020 Tarbiyah and Teacher Training Faculty IAIN Bukittinggi. Moreover, the specific purposes are; (1) to know how big the degree of students’ satisfaction in implementing micro teaching, (2) to measure how big the degree of knowledge additional, skills and attitude change after following micro teaching. (3) to know how big the degree of students’ attitude change after returning to their circle, and (4) to know is there impact of work behavior change to work productivity.

2. Methodology

Education evaluation is activity of control, guaranty, and determination of education quality as accountability of education provider.[4] In evaluation science of education program, there are many models, which can used to evaluate a program. Even though one and other model is different, however they have same purpose; the activity of data gathering or information related to object evaluated, which aims to provide substance for decision maker in determining the continuity of a program.[5] The model of online learning evaluation in micro teaching course used Kirkpatrick evaluation model with 4 evaluation steps; reaction, learning, attitude and result.

There are many evaluation model developed by experts, which can use to evaluate learning program. Kirkpatrick proposes one of model. Kirkpatrick is one of expert in the evaluation of learning program in human resources development field. One of evaluation model developed is known with the term Kirkpatrick Four Levels Evaluation Model. Evaluation to the effectiveness of learning program covers 4 evaluation levels; reaction level, learning level, behavior level and result level.[6] This research is including to the research of learning program evaluation. The kind of research is evaluation research using Kirkpatrick evaluation model with four evaluation steps; reaction, learning, behavior and result.[6] Population were students who take micro teaching course total of 575 people. Sample was non-probability sample (sample convenience), where respondent is chosen based on availability and easiness.[7] Sampling technique is accidental sampling, sampling technique based on spontaneous factor.[8] It means anyone who able to fill questionnaire online, 450 people.
Evaluation method is used to evaluative research. Generally, evaluation survey method is implemented in research to evaluate a program.[8] Gathering method used in evaluation program is same with data gathering method in other research. The intended method is questionnaire, interview, observation, test, documentation and inventory.[5] in this research data gathering method used Likert scale questionnaire.

3. Result and Discussion

Nowadays, the development of technology information, which able to process, package, show and shared learning information both audio, visual, audio visual and multimedia is able to create what we called Virtual Learning. This concept is developing so that it is able to package setting and previous learning reality becoming more interesting and it provides adaptive psychological conditioning to learning anywhere they exist.[9] The utilization of technology-based learning is finding momentum when a disaster attacks this world; Covid 19, including Indonesia. The condition of Indonesia when attacked by covid 19 outbreak forces online learning process.

The implementation of Online Micro teaching during covid 19 pandemic is new and challenge program, both of lecturer and students. Micro teaching courses done online by using several applications such as Whatsapps, Google Classroom, Zoom and Youtube, Channel Telegram, Schoology, Bandicam (Tutorial Video), e-mail and e-campus

There are many evaluation model developed by experts that can use in evaluating learning program. One of them are model which proposed by Kickpatrick. Kickpatrick is one of expert in the learning program evaluation in human resources development field. One of evaluation model which developed by him is known as Kirpatrick Four Levels Evaluation Model. Evaluation to the effectiveness of learning program covers 4-evaluation level; reaction level, learning level, behavior level and result level.[6] this research is including to the evaluation research of learning program. The kinds of research is evaluation research using Kirkpatrick evaluation model with four evaluation steps, reaction, learning, behavior and result.[6] Gathering method used in evaluating program is same with data gathering method in other research. The intended method is questionnaire, interview, observation5, test, documentation and inventory.[5] In this research, data gathering method was using questionnaire.

Researcher is surveying the people who pointed as student when practicing micro teaching, the result is showed in the following diagram:

![Figure 1. the people who act as students when micro Teaching](image)

Data obtained from object who act as students during practicing Microteaching is 57.8% Siblings, 19.9% friend, 16% no students, 7.1% students, 3.1% etc, and 0% parents.
Data about place used by students to practice micro teaching is 80.4% is house, 11.3% is school, 5.5% Masque/Mushallah, 1.6% Boarding house, and 1.1% park/environment out door.

a. Reaction, is degree of students’ satisfaction in implementing micro teaching

The data above showed 2.93% very dissatisfied, 7.43% dissatisfied, 24.23% quite satisfied, 40.56% dissatisfied and 24.13% very satisfied to the implementation of online Micro teaching followed by students.

b. Learning is the enhancement of additional knowledge, skill and the change of students’ attitude after following Micro Teaching.
Figure 4. Additional Level of Knowledge, Skills and Change of Attitude after Following Micro teaching

The data above remarks 14.98% does not increase, 14.08% less increase, 32.1% quite increase, 29.12% increase and 9.7% very increase on the level of knowledge, skill and the change of attitude after following Micro teaching.

c. Behavior, is the increasing of students’ behavior change after returning to their circle.

Figure 5. The Change Level of Student’s Work Behavior after Returning to Their Circle

The data above showed 0.4% does not change, 4.13% less change 28.5% quite change, 49.33% Change and 17.57% very change the students’ work behavior after returning to their circle when micro teaching course is finished.
d. Result, is the impact of work behavior changes to students’ work productivity.

![The Impact of Work Behavior Change and Productivity](image)

**Figure 6. The Impact of Work Behavior Change and Productivity**

The data above tells 2.75% does not impacted, 5.75% less impacted, 30.55% quite impacted, 40.65% impacted and 20.2% is very impacted the learning of online micro teaching to the change of work behavior and students’ productivity after following lecture.

4. Conclusion

Based on research data above, it can conclude: (1) 40.56% students satisfied with the implementation of online micro teaching. (2) 32.1% students told enhancement of additional knowledge, skill and the change of students’ attitude after following Micro Teaching. (3) 49.33% students mentioned there was an increase in students’ behavior change after returning to their environment, and (4) 40.65% impacted to the change of work behavior to the students’ work productivity after following micro teaching.

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