

## ANALYSIS OF MICROTEACHING OF UNIKA PPL STUDENTS AT UPT SD NEGERI 068004

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### Abstract

The purpose of this research is to determine the results of the PPL exam for prospective elementary school teachers, Faculty of Teacher Training and Education, Santo Tomas Catholic University, Medan, UPT SD Negeri 068004, Medan Tuntungan District. This type of research is quantitative research where the GPL is a questionnaire. The data collection method in this research is the Micro Teaching Implementation Evaluation Tool Table. The aim of this research is to clarify the classification of PPL exam implementation using microteaching. The research results were then measured and categorized based on each field teacher's final assessment score (GPL). The PPL Micro Teaching exam will be held on 3 and 4 October 2024. All PPL UPT students at SD Negeri 068004 received a final score of >81 and are in category A (very competent).

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### Keywords

Microteaching; Student ; Ppl

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### Introduction

Practical Field Experience (PPL) is one of the mandatory programs in teacher education which is designed to equip students with practical experience as prospective educators. This program aims to develop students' teaching abilities and professional skills before they enter directly into the world of education as educators. In the context of basic education, PPL provides students with the opportunity to learn to apply pedagogical theories and methodologies that have been studied in college in real classroom situations.

Microteaching is one of the essential components in implementing PPL. This method allows students to practice basic teaching skills on a small scale before diving into actual classes. Microteaching provides the opportunity to practice skills such as lesson planning,

communication, and classroom management in a controlled environment. In addition, this method helps students receive feedback from mentors or supervisors to improve the quality of the learning they are designing.

In implementing PPL at UPT SD Negeri 068004 Medan Tuntungan, students from the Faculty of Teacher Training and Education, Santo Thomas Catholic University, Medan underwent a series of evaluation processes through microteaching. Assessments are carried out using instruments that have been specifically designed to measure students' abilities in carrying out learning activities, starting from the planning, implementation and learning evaluation stages. This assessment aims to ensure that students have achieved the basic competencies required as prospective educators.

It is hoped that the results of this microteaching will provide a clear picture of students' abilities in applying learning theory into real practice. Thus, the PPL program is not only a means for students to hone their teaching skills, but also a basis for forming professional attitudes that reflect the values of an ideal teacher. This is in accordance with the Pancasila student profile which emphasizes character development and integrity in the world of education.

Through this research, the implementation of microteaching is analyzed in depth to understand its effectiveness in improving student teaching competence. This research also functions as a reflection for educational institutions to continue to improve the quality of PPL programs, so that they are able to produce competent and integrity educators.

Implementation of PPL at UPT SD Negeri 068004 Medan Tuntungan provides an opportunity for students to not only practice teaching skills, but also integrate the knowledge they have acquired at university with real conditions in the field. Students are expected to be able to face learning challenges in the world of basic education, such as diverse student needs, limited resources, and effective classroom management. This process becomes a valuable experience that supports the development of their competencies as prospective teachers.

The microteaching program carried out during PPL also focuses on competency-based learning. Students are asked to design, implement and evaluate learning by taking into account student needs and the principles of active and contextual learning. In this process, students are required to apply various educational learning strategies, such as a scientific approach, use of relevant media, and authentic-based evaluation. This aims to ensure that the designed learning process can have a positive impact on student development, both in cognitive, affective and psychomotor aspects.

## Methods

This research uses a quantitative approach by utilizing special instruments to assess the implementation of microteaching. The instrument is designed in the form of an evaluation table containing indicators for the implementation of micro-teaching. This indicator includes aspects of preliminary activities, core activities, implementation of educational learning strategies,

scientific approaches, use of learning resources and learning media, implementation of authentic assessments, and involvement of students in learning. Assessment also includes the correct and appropriate use of language, as well as the implementation of closing activities.

Each aspect is assessed using a four-point scale, ranging from "Poor" to "Very Good." Assessors are asked to provide scores based on direct observations of students carrying out microteaching. Data was collected during microteaching implementation on October 3 and 4 2024, at UPT SD Negeri 068004, Medan Tuntungan. Each student is assessed by the assigned field teacher (GPL), with the assessment carried out objectively according to predetermined criteria.

The results of this assessment are analyzed to determine student competency in implementing microteaching. The total score from all aspects is then converted into a final score which reflects the student's level of competency. Assessment categories include "Very Competent" for a score above 81, "Competent" for a score of 71-80, "Quite Competent" for a score of 66-70, and "Not Competent" for a score below 65. This evaluation result data is the basis for concluded the level of success in implementing microteaching by students of the Field Experience Practice (PPL) program at the Faculty of Teacher Training and Education, Santo Thomas Catholic University, Medan.

Apart from that, the assessment process is carried out in a structured manner by following the procedures designed in the evaluation instrument. Assessors ensure that all indicators in every aspect of learning are met properly. Every student is required to prepare a Learning Implementation Plan (RPP) that is detailed and relevant to the teaching material that will be delivered. This RPP is not only a guideline for implementing microteaching, but also an evaluation tool for tutor teachers to assess the relationship between teaching planning and implementation.

In implementing microteaching, students are encouraged to practice basic teaching skills which include the skills to open a lesson, provide explanations, ask questions, manage the class, use learning media, and close the lesson. This skill is considered an essential ability that prospective teachers must have, as stated in the basic teaching skills theory. Assessors also evaluate the extent to which students are able to integrate scientific approaches, such as observing, asking, collecting information, associating data, and communicating learning results to students.

## Discussion

The implementation of microteaching by PPL students at Santo Thomas Catholic University, Medan at UPT SD Negeri 068004 showed very satisfying results. Based on evaluations carried out using microteaching assessment instruments, all students obtained a final score above 81, which is categorized as "Very Competent." These results reflect a high level of mastery of basic teaching skills which are an important part of teacher education. This evaluation also highlights the importance of field practice in preparing prospective educators with real experience in the field.

The assessment instruments used cover important aspects of teaching, starting from introductory activities, core activities, to closing activities. In preliminary activities, students are assessed as being able to build motivation and relate learning to student experiences. This is important to create a conducive learning atmosphere and attract students' attention. Furthermore, in core activities, assessment focuses on mastery of material, application of learning strategies, and the ability to use a scientific approach. The majority of students demonstrate excellent abilities in presenting material systematically, actively involving students, and connecting learning with real-life contexts.

The aspect of using media and learning resources is also an important point in the assessment. Students succeeded in utilizing a variety of learning media and involving students in the process of using them. This approach not only increases learning effectiveness but also encourages active student involvement. In addition, authentic assessments carried out by students show the suitability of techniques and instruments with learning objectives. This indicates a good understanding of the importance of assessment in supporting student competency achievement.

The successful implementation of microteaching is also supported by effective guidance from field service teachers (GPL). Careful consultation and preparation before implementing microteaching makes a significant contribution to the quality of student teaching. This is in line with the main objective of the PPL program, namely providing practical experience to students and training and developing their teaching skills.

Overall, the implementation of microteaching at UPT SD Negeri 068004 not only provides satisfactory results but is also proof of the success of the PPL program in forming competent future educators. This program is able to integrate theory and practice effectively, providing valuable experience for students, and ensuring they are ready to face challenges in the world of education.

The positive results obtained from the implementation of microteaching provide several important implications for the teacher education program at Santo Thomas Catholic University, Medan. First, the success of students in achieving the "Very Competent" category shows the effectiveness of the practice-based learning approach. The microteaching program, which is designed as a simulation of real learning, allows students to apply the theory they have learned in class in practical situations. This approach strengthens technical and pedagogical skills, which are indispensable for success in the teaching profession.

Second, the involvement of field tutors as assessors and mentors has a significant impact in guiding students. Tutors provide constructive feedback based on direct observation of the student teaching process. This allows students to self-evaluate, understand their strengths and weaknesses, and improve the quality of future teaching. This support shows the importance of collaboration between higher education institutions and schools as partners in supporting the learning of prospective teachers.



Third, the integration of a scientific approach in the learning process also deserves appreciation. This approach encourages students to facilitate students in observing, asking, collecting information, analyzing, and communicating knowledge. This process not only enriches students' learning experiences but also develops critical and analytical thinking skills, which are in line with the Pancasila Student profile.

## Conclusion

Teaching skills are a fundamental element in education which provides an ideal opportunity for teachers to shape the character of students according to the Pancasila Student profile. This research shows that the implementation of microteaching-based Field Experience Practices (PPL) at UPT SD Negeri 068004 has provided very positive results for students at Santo Thomas Catholic University, Medan. All students participating in PPL were considered very competent, as seen from the final score which was above 81, reflecting their success in mastering basic teaching skills. These results show the effectiveness of the microteaching method in preparing prospective teachers, both in mastering the material, implementing learning strategies, and actively involving students. The assessment instruments used by field tutors provide an objective picture of students' abilities to carry out learning that is contextual, interactive, and in accordance with a scientific approach. Apart from that, this approach also strengthens student competence in using learning media creatively and innovatively. With these achievements, it can be concluded that implementing a PPL program based on microteaching not only improves technical teaching skills, but also builds students' self-confidence as prospective educators. It is hoped that this success will become a strong foundation for students to face real challenges in the world of education and be able to apply the skills they have acquired to improve the quality of learning in the future. Systematic evaluation and feedback provided during this program are the keys to success in producing quality teachers.

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