

Research article

Developing a Self-Assessment Instrument for a Microteaching Class

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Abstract.

The goal of this research was to create a self-assessment instrument for evaluating professional teachers' performance in the microteaching course at FKIP UPY. This development research was based on Thiagarajan's 4D development model, which included the stages of define, design, development, and dissemination. The participants were FKIP students who were taking microteaching classes. Purposive sampling was used and data were collected through student questionnaires. Data were triangulated using the DPL response questionnaire. With the help of the SPSS 16.0 program, empirical validity and reliability were calculated. A self-assessment instrument for assessing the performance of professional teachers for microteaching learning courses for FKIP UPY students was prepared, containing 42 items, which was developed through determining the material, determining instrument constructs, compiling grids, and compiling questionnaires. The instrument content was found to have good results for validation, and a reliability index of 0.75; the percentage of responses from microteaching supervisors was 88.5%. These results indicated that the self-assessment instrument can be recommended for assessing the performance of professional teachers in microteaching learning courses at FKIP UPY.

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1. Introduction

Teaching activities are complex activities, which must be prepared properly. In order to carry out learning well, teachers must master learning strategies and master teaching materials. Teachers must also master teaching skills. Teaching skills cannot be obtained instantly, teaching skills need to be developed and trained continuously. Professional teachers must be able to plan and implement learning, evaluate learning, conduct coaching, and training, conduct research, assist in the development and management of school programs and develop their professionalism [1]. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, it is stated that teacher competencies include: (1) pedagogic competence, (2) personality competence, (3) professional competence, and (4) social competence [2]. The four teacher competency standards are packaged by placing humans as creatures of God who are faithful

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and devoted and as democratic and responsible Indonesian citizens. Micro teaching-learning can be an alternative, to equip, train and develop the skills needed by prospective teachers in the learning process. Microteaching is a concentrated, focused form of peer feedback and discussion that can improve teaching strategies. Microteaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and to practice teaching under controlled conditions. Competence in one skill is developed before proceeding to another skill [3]. Teaching skills are the competence of teachers' professional competence which is quite complex because it is an integration of various teacher competencies as a whole and comprehensively. There are eight teaching skills that contribute to the quality of learning, namely (1) questioning skills, (2) reinforcement skills, (3) variation skills, (4) explaining skills, (5) opening and closing skills, (6) skills guiding small group discussions, (7) classroom management skills, and (8) small group and individual teaching skills [4].

The goal of educational institutions to produce professional teachers, microteaching courses have a very important role in the academic setting. Microteaching trains students in basic teaching skills, which are needed by teachers in the learning process in schools, in order to serve students with very complex characteristics. basic teaching skills are abilities that must be mastered by teachers in order to manage the class well during the learning process [5]. In the learning process at school, students often encounter behavior that can make the classroom atmosphere less conducive and interfere with the effectiveness of learning. Sometimes during the learning process, there are students who like to interrupt for no apparent reason, the teacher must be able to respond wisely. The ability to interrupt the conversation is one of the positive abilities expected of students but interrupts with clear reasons. to damage school facilities with various actions, students who like to fight, students In a class it is often found that students have behavior that interferes with the learning process, by making class noise so that it disturbs friends who are serious about learning, and so on. Therefore, a teacher must be able to handle all kinds of situations that occur in the classroom wisely, so that the learning process can take place effectively and efficiently. The ability to manage classes that a teacher must have, and be trained when attending microteaching and PLP lectures. "Microteaching is one way to train "micro" or simplified teaching practices and train the appearance of prospective teachers [6].

Microteaching is a way to practice teaching skills or practices in a small or limited scope. Micro learning is the initial stage of training in shaping teaching competencies and skills through the actualization of basic teaching competencies. Microteaching provides opportunities for students to practice basic teaching and performance skills,

so that they have the performance of a good teacher and are able to deal with the classroom atmosphere, control emotions, speech rhythm and others.

Quality education will be realized if prospective teachers are trained from an early age so that they have the ability to teach basic skills in the learning process in the classroom. A teacher who masters basic teaching skills well will make the learning process effective and efficient. Teachers who master basic teaching skills well can create a pleasant learning atmosphere. From the results of the study it was stated that there was a significant effect of microteaching learning outcomes on the competence of PPL students [7]. In addition to teaching skills, prospective teachers must also be equipped with good character education. Good character is not formed automatically; it is developed over time through a continuous process of teaching, example, learning and practice. It was developed through character education. Character education is a national movement to create schools to prepare young people who are ethical, responsible, and caring by imitating and teaching good character through an emphasis on universal values that we all share. It is a deliberate and proactive effort by schools, regions and countries to instill in their students important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others [8].

Teachers as facilitators, models and mentors, educate students with love and respect, set a good example, support pro-social behavior and give advice. Teachers help create good morale, invite students to respect and care for each other and respect each other in groups, and a democratic classroom environment, where students are involved in decision making. Teachers practice moral discipline, use the creation and application of rules as opportunities to cultivate moral reasoning, self-control and respect for others, and teach values through a curriculum using academic subjects as a vehicle for testing ethical values. They use cooperative learning to teach children to work together, and they help develop their students' academic responsibilities and appreciate the value of study and work. They encourage moral reflection through reading, writing, discussion, decision-making exercises and debate, and they teach conflict resolution to help students learn to resolve conflicts in a fair and nonviolent manner. Quality character education can create a good character culture and support students and adults to strive for excellence [9].

Character education contains various things such as positive school culture, moral education, just community, caring school community, socio-emotional learning, positive youth development, civic education, and service. This approach promotes intellectual,

social, emotional and ethical development and helps young people become responsible, caring and contributing citizens. Educate the mind and promote ethical values that lead to success for individuals and society [10].

The rise of student delinquency that has occurred in Indonesia is enough to prove that concern for the nation such as hedonism has eroded as hedonism of glory in the midst of increasingly rapid globalization. Therefore character education is very important in every learning activity. In the implementation of character education in the perspective of academic culture, character education is not placed on its own, but "assimilative" [11]. Based on the conclusions above, the researcher provides a few suggestions that can be used as input for progress and improvement in the field of education. Therefore, researchers need to provide suggestions so that teachers can use and apply thematic-based character education textbooks in thematic learning so that students do not feel bored or tired in learning. Student character is one of the abilities that must be supported. Therefore, teachers must be able to improve learning outcomes and train students to character strengthening during learning activities [12].

The Faculty of Teacher Training and Education (FKIP), Universitas PGRI Yogyakarta, is an educational institution that aims to produce professional teachers, both Elementary School (SD), Junior High School (SMP), and High School (SMA) teachers. Microteaching at FKIP UPY is a Faculty course, held in every undergraduate program at FKIP, because microteaching is very important to shaping professional teacher performance. Microteaching is carried out in one semester, which is a practical course, to practice the eight basic teaching skills. Facts in the field, based on the results of the evaluation of students' teaching practice courses in schools, there are still schools that provide input that students are not ready to teach, because they lack basic teaching skills. There are schools that complain, students have not been able to make lesson plans, there are also those who complain that students lack confidence in carrying out learning, and there are those who do not look like an educator. In FKIP UPY, requirements have been set to take the Field Work Practice course, at least having a B value for microteaching. So far, the microteaching assessment applied at FKIP UPY is the assessment of the supervisor, student friends, and examiner lecturers by observing when students do microteaching and has not implemented self-assessment from students. A good self-assessment will produce good learning outcomes if followed by a follow-up on what has not been mastered. Self-assessment is about students developing their study skills. The self-assessment process has two processes, namely the first is the 'standard' model (students provide details of strengths and weaknesses and grades), then an integrated

tutor feedback version [13]. A good self-assessment technique can raise students' self-awareness of their strengths and weaknesses. after microteaching. There is an influence of self-assessment on learning outcomes, learning outcomes will be better if students know their weaknesses and strengths. Self-assessment can be feedback from the evaluation results by correcting weaknesses or shortcomings so that when carrying out practice at school they become more confident. Learning outcomes are a measure of the extent to which a student has mastered the material that has been taught by the teacher. Learning outcomes are in the form of patterns of actions, values, understanding, attitudes, appreciation, and skills that become performance characters. Performance character is a performance characteristic that refers to the cognitive, emotional, and behavioral dispositions needed to achieve human excellence in the performance environment, at school, in extracurricular activities, and at work. Performance characters are built on "willing values" such as persistence, perseverance, and self-discipline.

2. Method

2.1. Development Method

This study aims to develop a self-assessment instrument to assess student teacher character performance in microteaching courses. This research is designed in the form of research and research development. This development research aims to produce a self-assessment instrument for microteaching class students. The developed instrument is expected to measure the readiness of students after attending microteaching, this instrument is to see the teaching performance of students before practicing in school. The method used in this research is a case study. Case studies are used in the process of developing self-assessment instruments. The use of this case study is based on the idea of obtaining the required data in depth. The development model that will be planned in this study follows the path of Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel [14]. The main stage 4-D development model is Define, Design, Develop, and Disseminate or be adapted into a 4-P model, namely defining, designing, developing, and distributing. The application of the main steps in the study not only follows the original version but is adapted to the characteristics of the subject and the examinee's place of origin. In addition, the model to be followed will be adapted to the needs of development in the field.

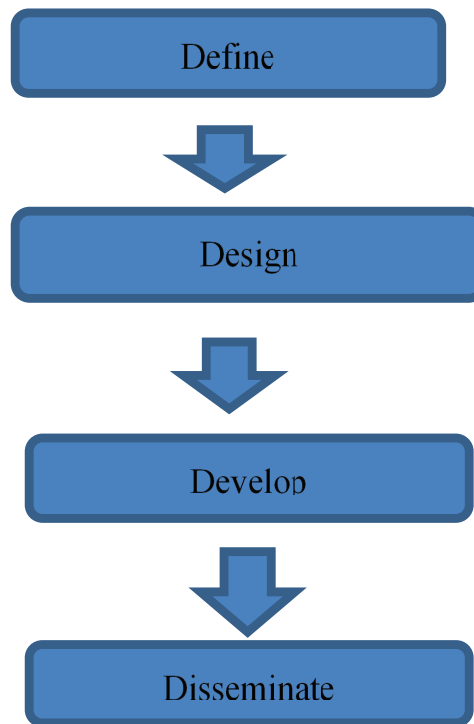


Figure 1: main flow of development model Thiagarajan, Semmel, & Semmel.

The test subjects are Microteaching students in 2021 at FKIP Universitas PGRI Yogyakarta. This research was conducted from April to June 2021. The research setting is an FKIP UPY and was carried out at FKIP Universitas PGRI Yogyakarta.

2.2. Data analysis technique

The data analysis technique used is quantitative and qualitative descriptive analysis, by analysing the instruments that have been developed, by looking at the quantitative (empirical) aspects in the form of validity test analysis and reliability testing with the help of the SPSS 16.00 program. The qualitative aspect was analyzed by looking at the suitability of the concept with the developed instrument, and language, the adequacy of the self-assessment component for the performance character.

TABLE 1: Categories of Instrument Use Quality.

| Percentage | Level of Quality rating |
|--------------|-------------------------|
| 50 ≤ p ≤ 100 | Good/High |
| 0 ≤ p ≤ 50 | Not good/Low |

3. Results and Discussion

3.1. Preliminary Stage

The development of this instrument consisted of an introduction, namely a needs study in FKIP UPY, instrument development, field testing, and dissemination. Currently, FKIP UPY has implemented the School Field Introduction (PLP) program, which consists of PLP I, Microteaching, and PLP II. From the results of observations and evaluation documents, and evaluation instruments in the implementation of learning practices in schools, there are still many supervising teachers in schools who complain, that practical students still do not have to become professional teachers. The results of the study indicate that students have not realized the importance of self-performance in accordance with the demands of professional teachers. Whereas in addition to the cognitive abilities of students, prospective teachers must also pay attention to their overall appearance. Based on these findings, the microteaching assessment still needs to be completed with a student reflection questionnaire about their performance as prospective professional teacher. The instrument developed will help students to reflect on their readiness to become professional teachers. The developed instrument is expected to motivate students in preparing themselves before practicing in schools in the PLP II program.

3.2. Development Stage

From the results of the needs analysis, researchers began to develop a self-assessment instrument for the performance of professional teacher characters, starting with a literature study, determining the purpose of the assessment, making grids, and making instruments.

3.3. Statement Item Validity Test Results

3.3.1. Content validity

Based on the validation results from experts, it can be seen that the feasibility of the self-assessment assessment instrument items for the professional teacher performance character developed is shown in the following table:

TABLE 2: Grid of self-assessment assessment instruments for professional teacher performance character

| Aspect | Indicator | Item | |
|------------------------------------|--|------------|----------|
| | | Positive | Negative |
| Performance Character | | | |
| Initiative | There is a will and enthusiasm to carry out microteaching | 1,2 | |
| | Have the initiative to carry out microteaching | 3 | |
| | Have creativity in carrying out microteaching | 4 | |
| | Have a strong curiosity | 5 | |
| Self Discipline | Have self-discipline in carrying out microteaching | 6,7 | |
| | Have the responsibility to carry out microteaching | 8 | |
| | Physical readiness to carry out microteaching | 9,10,11,12 | |
| | Material readiness to carry out microteaching | 13,14 | |
| | Mental readiness to carry out microteaching | | 15,16 |
| | Focus on implementing microteaching | | 17 |
| Perseverance | Setting detailed learning objectives | 18 | |
| | Diligent in carrying out microteaching | 19 | |
| | Commitment to continuous improvement | 20 | |
| | Evaluating every activity carried out during microteaching | 21 | |
| | Reflect on the activities that have been done | 22 | |
| | Efforts to improve the skills needed | 23 | |
| | Passion in solving problems encountered during microteaching | | 24 |
| Courage/ Great Determination | Have confidence | 25 | |
| | Have high integrity | | 26 |
| | Enthusiasm in implementing microteaching | 27 | |
| Cooperation | Appreciate your own work | 28 | |
| | Appreciate the work of friends | 29 | |
| | Provide suggestions for improvement | 30 | 31 |
| | Coordinate with friends for the implementation of microteaching | 32 | |
| | Assisting with technical implementation of microteaching | 33 | |
| Moral Character | | | |
| Attention | Care for the situation and environment during microteaching | 34,35 | |
| Respect | Have respect | 36,37,38 | |
| Justice | Enforcing the rules that have been made | 39 | |
| | Show fairness | 40 | |
| Kind | Uphold the truth | 41 | |
| Self control | Receive criticism and suggestions from DPL and friends | | 42 |
| | Improve yourself according to criticism and suggestions from DPL and friends | 43 | |

TABLE 3: Expert validation results on self-assessment assessment instruments for professional teacher performance character guru.

| Criteria | Valid | Valid a little revision | Conclusion |
|---|---|---|---------------------------|
| Sentence clarity for students | 1,2,3,4,5,6,7,8,9,10,11,12,20,21,22,23,24,25,26,27,32,33,34,35,41,42,43 | 13,14,15,16,17,18,19,28,29,30,31,36,37,38 39,40 | Can be used with revision |
| The suitability of the statement in the research objectives | | | |
| Conformity in word choice | | | |
| Clarity in the use of sentences | | | |
| Confusion of statements with a questionnaire grid | | | |

3.4. Instrument Trial Phase

3.4.1. Empirical Validity

After the instrument was revised, then tested on microteaching participants, the data obtained were used to calculate the empirical validity of the instrument. This year is the second time microteaching ia carried out online, because of the pandemic. Students carry out learning practices with zoom, one student became a model teacher and the other as students. Online learning activities are recorded and the recordings are send to supervisor.

The self-assessment instrument developed was uploaded on the google form. Then the microteaching students gave their responses through the google form.

The results of the empirical validation are shown in the following table

In this research trial, the number of respondents who filled out the questionnaire was 75 respondents. With a total of 75 respondents. Based on the calculation of empirical validity, there are two invalid statements, namely numbers 24 and 42. From the table above, it can be seen that 41 items are declared valid because the value of rcount > rtable [15].

Statement Item Reliability Test Results

From the results of reliability calculations using SPSS for all statement items, the Cronbach's Alpha value for all items is 0.755. The Cronbach's Alpha value is greater than 0.60, so it can be concluded that all statements on the questionnaire are consistent or reliable.

TABLE 4: The Result of the Validity of the Statement Items.

| Item | Value of r count | Validity |
|------|------------------|----------|
| 1 | 0,878 | Valid |
| 2 | 0,925 | Valid |
| 3 | 0,749 | Valid |
| 4 | 0,822 | Valid |
| 5 | 0,680 | Valid |
| 6 | 0,813 | Valid |
| 7 | 0,707 | Valid |
| 8 | 0,922 | Valid |
| 9 | 0,857 | Valid |
| 10 | 0,908 | Valid |
| 11 | 0,889 | Valid |
| 12 | 0,865 | Valid |
| 13 | 0,854 | Valid |
| 14 | 0,922 | Valid |
| 15 | 0,151 | Valid |
| 16 | 0,395 | Valid |
| 17 | 0,385 | Valid |
| 18 | 0,734 | Valid |
| 19 | 0,830 | Valid |
| 20 | 0,864 | Valid |
| 21 | 0,624 | Valid |
| 22 | 0,738 | Valid |
| 23 | 0,753 | Valid |
| 24 | 0,029 | Invalid |
| 25 | 0,779 | Valid |
| 26 | 0,372 | Valid |
| 27 | 0,764 | Valid |
| 28 | 0,781 | Valid |
| 29 | 0,852 | Valid |
| 30 | 0,787 | Valid |
| 31 | 0,345 | Valid |
| 32 | 0,713 | Valid |
| 33 | 0,579 | Valid |
| 34 | 0,794 | Valid |
| 35 | 0,715 | Valid |
| 36 | 0,818 | Valid |
| 37 | 0,895 | Valid |
| 38 | 0,903 | Valid |
| 39 | 0,867 | Valid |
| 40 | 0,877 | Valid |
| 41 | 0,865 | Valid |
| 42 | -0,106 | Invalid |
| 43 | 0,859 | Valid |

TABLE 5: Reliability Test Results.

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .755 | 44 |

TABLE 6: Results of the calculation of the percentage of each aspect.

| Aspect | Percentage | Category |
|------------------------------|------------|----------|
| Initiative | 85,67 | good |
| Self Discipline | 81,69 | good |
| Perseverance | 84,50 | good |
| Great Courage/Determinati | 77,33 | good |
| Cooperation | 76,80 | good |
| Attention | 83 | good |
| Respect | 88,78 | good |
| Justice | 87,33 | good |
| Benefit | 87,67 | good |
| Self Control | 89 | good |

3.5. Discussion

The development of a self-assessment instrument for professional teacher character performance, in the Microteaching class of FKIP UPY, was carried out in several stages, namely needs assessment, planning, development and socialization. From the needs study, it was found that basically the self-assessment assessment instrument for the performance of professional teachers was not owned by FKIP UPY, and based on suggestions from several supervisors so that students were really ready for their performance as prospective professional teachers. So it was decided to develop a self-assessment assessment instrument for the character performance of professional teachers for the Microteaching course at FKIP UPY.

In developing the instrument, content validation by experts was carried out, and empirical validation was carried out. The results of expert validation stated that the instrument can be used with suggestions for statements number 13,14,15, 16, 17,18, 19, 28, 29, 30,31,36, 37,38, 39,40 revised in terms of language. Based on these results, the instrument was revised. After revisions were made, the instrument was tested on 75 microteaching participants who at the time of filling out had done one-time learning practice. The test results are used to calculate the empirical validity and reliability of the instrument. From the results of the empirical validity analysis, there are two

TABLE 7: Results of the calculation of the percentage of each item.

| Item | Percentage | Category |
|------|------------|----------|
| 1 | 86 | good |
| 2 | 91,33 | good |
| 3 | 84,33 | good |
| 4 | 85 | good |
| 5 | 81,67 | good |
| 6 | 88,67 | good |
| 7 | 88 | good |
| 8 | 90 | good |
| 9 | 87,33 | good |
| 10 | 87,33 | good |
| 11 | 91,33 | good |
| 12 | 89,33 | good |
| 13 | 86,33 | good |
| 14 | 91 | good |
| 15 | 54 | good |
| 16 | 60,33 | good |
| 17 | 66,67 | good |
| 18 | 83,33 | good |
| 19 | 90 | good |
| 20 | 85,33 | good |
| 22 | 82,33 | good |
| 23 | 82,67 | good |
| 24 | 85,67 | good |
| 25 | 59,67 | good |
| 26 | 82 | good |
| 27 | 82 | good |
| 28 | 86 | good |
| 29 | 83 | good |
| 30 | 62,67 | good |
| 31 | 80 | good |
| 32 | 72,33 | good |
| 33 | 84,33 | good |
| 34 | 81,67 | good |
| 35 | 85 | good |
| 36 | 89 | good |
| 37 | 92,33 | good |
| 38 | 88,33 | good |
| 39 | 86,33 | good |
| 40 | 87,67 | good |
| 41 | 89 | good |

invalid numbers, namely numbers 24 and 42, so that the instrument developed initially consisted of 43 items, became 41 items with a reliability index of 0.755.

The next step, the instrument was tested on 87 Microteaching participants who had completed their learning practice. The data obtained from the responses of 87 students were calculated as the percentage of responses for each item and each aspect, to determine the quality of the use of the instrument. In this study, observations were made of each student's learning video which was used as triangulation data.

The results showed that each item of the statement developed had a good/high category; while for each aspect a good/high category was obtained.

4. Conclusion

This study aims to develop a self-assessment assessment instrument for the performance character of professional teachers in microteaching learning courses for FKIP UPY students. The research was conducted in four stages, namely introduction, design, development and dissemination. The results of this study are 1) the preparation of a self-assessment assessment instrument for assessing the performance of professional teachers in microteaching learning courses for FKIP UPY students as many as 41 items, which were developed through: determining material, determining instrument constructs, compiling grids, compiling questionnaires. 2) instrument content validation with good results, and a reliability index of 0.755; the percentage of responses from microteaching supervisors is 88.5%. These results indicate that the self-assessment assessment instrument for the performance character of professional teachers in microteaching learning courses for FKIP UPY students has good criteria and can be used for self-assessment for the performance of professional teachers' characters.

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