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DEVELOPMENT OF MICROTEACHING LEARNING MODEL BASED ON EXPERIENTIAL LEARNING THROUGH ROLE OF MODELS AND GROUPS

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Abstract. *One learning model that prioritizes direct experience is experiential learning. Experiential learning orientates learning to direct experience. This follows the objectives of microteaching courses. The purposes of the study were: 1. Developing a microteaching learning model based on experiential learning through models and groups to improve qualified teaching skills/practical and effective, 2. Developing supporting the administration of microteaching learning model based on experiential learning through the role of models and groups to improve qualified teaching skills /practical, and effective. This research used a developmental study using Plomp model, which consisted of five stages. Furthermore, to assess the quality of microteaching learning models based on experiential learning, Nieveen criteria was used to fulfil the practicality and effectiveness. The study results were based on the practical aspects of management, lecturer and student activities on learning using microteaching learning models based on experiential learning through the role of models and groups with an overall average of 3.5 with very good indicators. It had very practical implementation. The result of the effectiveness data analysis from student learning outcomes, lecturer response questionnaire, and student response questionnaire to microteaching learning, had good average learning outcomes. The effectiveness data analysis from student learning outcomes, lecturer response questionnaire, and student response questionnaire to microteaching learning model based on experiential learning through the role of models and groups had good average learning outcomes.*

Keywords: *Experiential Learning; Micro Teaching; Teaching Skills*

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INTRODUCTION

This investigation is propelled by the uneasiness of analysts toward the understudied of the 7th semester, which tends to confront troubles related to acing and applying essential educating aptitude in their educationg practicum in a few schools. This obstacle including lack of mastery of basic teaching skills, mastery of material, classroom management, time management, and development creativity. The study of teaching ability assessment sheet for students of the 2012 class during pre-service teaching 2 showed that 20% was in the good ability category, 60% was

categorized as quite good, and 20% was in the poor category (Unirow, 2015). The microteaching lecturer team has made some efforts by increasing the frequency of simulation microteaching lessons, but the results have not been optimal. This is because teaching is a complex act as sometimes pre-service teachers have to face different situations with simulation situations. According to Brown (1975), even though the teaching act is complex, the elements of basic teaching skills. It can be learned and trained. This is reinforced by Hamalik (2000) opinion that teachers are not born, but they are formed first through education and microteaching training to become professionals.

Microteaching learning was initiated at Stanford University, the USA in 1963, as one of the efforts to improve the quality of professional teachers, developing into Asian countries, especially Malaysia and the Philippines (Budiningsih, 2012). In Indonesia, micro-learning was introduced by several colleges. In May 1977, a seminar was held which recommended Microteaching in the syllabus and curriculum. Therefore, this microteaching course is a compulsory subject in the Education Personnel Education Institution (College), including the Economic Education Study Program of Teacher Faculty Unirow Tuban.

Various learning models have been applied in microteaching lectures based on microteaching theory (Allen & Wang, 1996). including observation and simulation models, learner centred models (Kilic, 2010), contextual models (Elmy, 2013). Personal Model of Teaching and Social Model of Teaching and the contextual teaching and learning (Johnson) theory and other learning models oriented to experience and teaching practice (Joice, 1972). One learning model that prioritizes direct experience is experiential learning. Experiential learning orientates learning to direct experience, and this is following the objectives of microteaching courses. As stated by Allen, that the purpose of microteaching for prospective teachers is: 1) giving a real teaching experience and training for some basic teaching skills, 2) prospective teachers can develop their teaching skills before they face the real-classroom experiences, 3) providing an opportunity for prospective teachers to get various basic teaching skills.

The evidence of the successful use of experiential learning through modeling and the role of groups as a learning approach that can improve teaching skills. Modelling in learning is the first phase to improve the skills of prospective teachers as well as the discussion, enrichment, and peer learning phase. It shows that the modelling phase has a very important role in guiding students to learn (Parsaoran & Liliasari, 2010). The experiential learning approach has been widely used in several studies, not only on microteaching, which have shown good results (Sholihah, Utaya, & Susilo, 2016).

The role of cooperative groups in microteaching is needed to take turns in carrying out the division of tasks for one skill component, including the role of the teacher, written observers, oral observers, students, and supervisors. It is done so that all students can have direct experience related to these roles to support the improvement of teaching skills. Referring to the description above, it is necessary to develop a microteaching learning model based on experiential learning through the role of models and groups to improve qualified teaching skills. This aims to analyse the practicality and effectiveness of the model, as explained in the discussion section.

RESEARCH METHOD

It is a type of development research. The research design used was the development plan Plomp (Joice, 1972) and Plomp (Plomp, 1997), as in Figure 1.

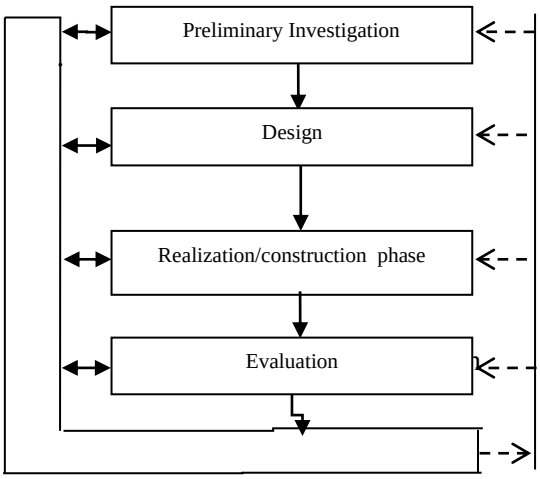

Figure 1 The Design of Plomp Development

The research activities that will be carried out are research and development methods or R & D. The general steps of the R & D method are described in Figure 2.

The Second Year Research
1. Validated product trial 2. Product perfecting 3. Perfected product field testing 4. limplementation / product implementation and institutionalization

Figure 2 General Steps of National Strategy Research

The implementation of research in the second year can be described in the following procedure.

Test, Evaluation and Revision Phase. The activities were carried out at these stages as follows: (1) conducting observations about the implementation of the model, management of learning, lecturer activities, and student activities, (2) teaching practice ability tests, and (3) questionnaire asking for responses and students. Furthermore, the collected data were analyzed to assess the quality of prototype II of experiential learning based learning models, (4) If the results of the first trial show that Prototype II of the experiential learning-based learning model is not practical and effective, a revision would be held to obtain Prototype III and followed by evaluation. Revisions in a cycle until the final prototype is effective and practical Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersted. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.

Data collection was done through 1) Observation, 2) Questionnaire and 3) Documentation. Identify the applicable funding agency here. If none, delete this text box.

This research was carried out in the Economic Education Study Program-teacher faculty UNIROW Tuban for 2016 students who will engage in the micro-teaching second (teaching practicum) as pre-service teachers.

This research was carried out in the Economic Education Study Program-Teacher Faculty UNIROW Tuban, for 2016 students who will engage in the micro-teaching (teaching practicum) as pre-service teachers.

Learning was carried out by following the model syntax and using supporting models of teaching administrations to observe the practicality of learning models based on experiential learning. Observation of the practicality of the model is aimed at the implementation of the components, including the supporting system components (teaching administrations). Practicality data of the model is obtained from the observations of the model implementation in general from two observers.

The activities carried out in the process of Model Implementation

analysis used the RTA formula. Then, the average percentage of overall observer ratings was calculated. Determine the category of implementation of every aspect of the learning model based on experiential learning by matching the average of each aspect or average total aspect using the four categories.

Data analysis of learning management or microteaching lectures. The analysis was carried out on the results of the assessment of two observers who observed the ability of lecturers to manage learning models based on experiential learning. From the two observers' assessment results, the average of Basic Competencies (BC) value was determined. This BC score is then confirmed with the interval for determining the ability of lecturers to five manage learning categories.

The criteria used to decide that the ability of the lecturer to manage adequate learning is the minimum value of BC (Basic Competencies) was in the high category. If the BC score is in the lower category, the lecturer must improve his ability to fulfil the minimum BC score in the high category.

Analysis of lecturer activity data was obtained from the assessment sheet of lecturer activities on microteaching learning models based on experiential learning through the role of models and groups filled by observers. The RTA formula obtains the average of each aspect. Then, the average percentage of overall observer ratings was calculated.

Student Learning activities and observation of student learning activities for the purpose of knowing the level of student learning activities with the use of experiental learning models in the classroom. This refers to the implementation of student learning activities components. Student learning activity data is obtained from the general observations of two observers.

Analysis of the effectiveness of learning models based on experiential learning is supported by data analysis from 3 components of effectiveness: (1) Data analysis of student learning outcomes ability/ integrated learning practices. Students' teaching ability is determined by the format of assessment of the performance of integrated teaching from each group and then makes the criteria of ability, (2) Data analysis of student and lecturer response to model Implementation. Data of student response on the application of learning model based on experiential learning are divided into three aspects, namely: (1) student responses toward learning, (2) student responses toward textbooks, and (3) student responses toward video micro-learning models. To analyze student response data in these three aspects through the following steps: (1) Calculating the frequency and percentage of students who respond positively according to the aspects asked, (2) Determining the category for the positive response of students by matching the percentage with the five categories.

Learning model based on experiential learning was effective if it fulfils at least three standards of model effectiveness, namely (1) student learning outcomes, (2) student response, (3) lecturer management response.

RESULTS AND DISCUSSION

The purpose of data analysis is to explain the results of trial data and research implementation. Data analysis is intended to interpret data from research results. This research uses trials and implementation. The trial was conducted for three meetings, and the implementation was held for eight meetings. This research involved two observers. There are two categories of data analysis based on the quality of development: analysis of practicality data and effectiveness.

Model Implementation Analysis

The practicality analysis is obtained from the data of assessment sheet of microteaching learning model based on experiential learning through the role of models and groups. The instrument was obtained from the observer's assessment at the trial and implementation stage.

Data on the implementation of microteaching learning models based on experiential learning through the role of models and groups in the trial and the result of the implementation of microteaching on learning models based on experiential learning through the role of models and groups, conducted during three meetings are the average assessment of each trial; 3 for the average of the first trial assessment, the average of the second trial assessment was 3.5, and the average of third trial assessment was 3.7. From this result, it can be concluded that implementing microteaching on learning models based on experiential learning through the role of models and groups, with an overall average of 3.6 and 89% percentage based on the indicator qualifications, was very well implemented.

The average assessment of each trial of Assessment of the Implementation of microteaching on learning models based on experiential learning through the role of models and groups Roles conducted during eight meetings can be described as follow ; the average assessment of the first implementation was 3, the second assessment average was 3.3, and average assessment of the third implementation was 3.4, average fourth implementation assessment was 3.6, then fifth implementation average score was 3.7, the sixth average implementation assessment was 3.8, average seventh implementation assessment was 3.9, and average the eighth implementation assessment was 4. Therefore, it can be concluded that implementing microteaching learning models based on experiential learning through model and group roles, with the overall average, was 3.6 and the percentage was 89% based on the indicator qualifications, was very well implemented. This result is supported by Sholiha's research (Sholihah et al., 2016) and Kolb and Boyatzis (Kolb, 2002), which states that the experiential learning model is more effectively applied than the conventional pursuit.

Student Activities

Analysis of student activities data was obtained from the assessment sheet of student activities on learning using microteaching learning models based on experiential learning through the role of models and groups filled by observers. This research involved two observers. The assessment of student activities was done at the trial and implementation phase. The trial phase was carried out for three meetings, and the implementation phase was carried out for eight meetings. At each meeting, students were grouped into two groups, for each group consisted of five students. Observers' assessment results on student activity sheets in learning were processed into data that can be calculated and analyzed on student activity data during the trial phase and lecturer activities during the implementation phase.

Analysis of student activities data revealed that the average of student activity towards learning during the implementation phase was 3.6, and the percentage was 91%. Based on the indicator qualification, it can be concluded that student activities towards learning during the implementation phase were very good. This result is supported by Sholiha (Sholihah et al., 2016) and Kolb (Kolb, 2002), which states that through experience base learning activities, a student can improve science process skills and critical thinking skills, especially in practicum based learning such as in microteaching.

Lecturer Activity

Analysis of lecturer activity data was provided in the assessment sheet of lecturer activities on microteaching learning models based on experiential learning through the role of models and groups filled by two observers. Assessment of lecturer activities was conducted at the trial and implementation phase. The trial phase was carried out for three meetings, and the implementation phase was carried out for eight meetings. Observers' assessment results on the lecturer activity sheet in managing learning were processed into data that could be calculated and analyzed, as shown in Figure 3.

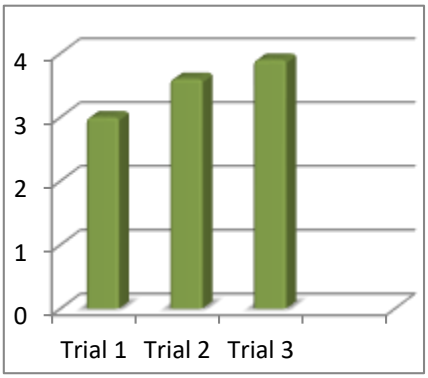

Figure 3 Assessment of Learning Management Test of Microteaching Based on Experiential Learning through Model and Group Roles

Trial Assessment of Learning Management of Microteaching Based on Experiential Learning-Through Model and Group Roles conducted for three meetings; the average of the first trial was 3, the average of the second trial assessment was 3.6, and the average of the third trial assessment was 3.9. Thus, it can be concluded that the overall average of the implementation trial of microteaching based on experiential learning through the role of models and groups was 3.5 and its percentage 87% based on the indicator qualifications, hence the management of microteaching learning based on experiential learning through the role of models and groups can be categorized as very well-managed.

Assessment of the Learning Management Implementation of Microteaching Based on Experiential Learning through Model and Group Roles conducted during eight meetings, as shown in Figure 4. The average rating of each implementation can be described as follow; the average of the first implementation was 3, , the average of the second implementation was 3.3, and the average of the third implementation was 3.7, the average of the fourth implementation was 3.8, the average of the fifth implementation was 3.9, the average of the sixth implementation of six was 3.9, the average the seventh implementation was 3.9, and the average of the eighth implementation was 4.

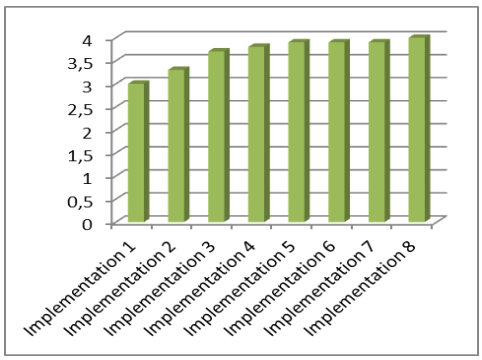

Figure 4 Assessment Tabulation of Learning Management Implementation of Microteaching Based on Experiential Learning through Model and Group Roles

From those data, it can be inferred that the implementation trial of microteaching learning models based on experiential learning through the role of models and groups, with an overall average of 3.7 and a percentage of 92%, can be classified as very well-

implemented based on indicator qualification.

Furthermore, data for measuring practicality of microteaching learning development based on experiential learning through the role of model and group can be elaborated as follow; the average of implementation during the trial was 3.4, the average of feasibility during implementation was 3.6, the average of management during the trial was 3.5, the average of management during the implementation was 3.7, the average of lecturer activities during the trial was 3.3, the average lecturer activities during implementation was 3.7, the average student activities during the trial was 3.5, and the average of student activities during implementation was 3.6. The results of the Practicality of Microteaching Learning can be seen in Figure 5.

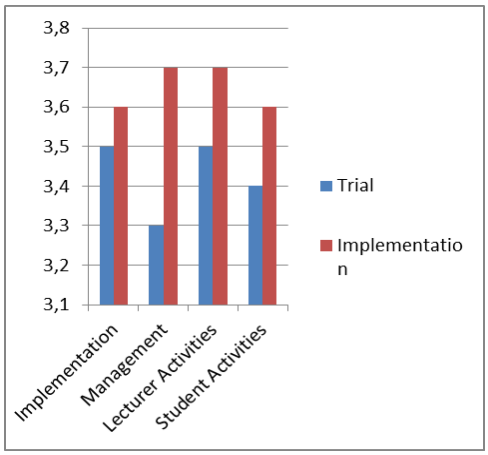

Figure 5 Diagram of Practicality Data of Microteaching Learning Based on Experiential Learning

The average practicality data can be seen in Figure 5. The average practicality data as a whole was 3.5. Data from the picture above is taken from the tabulation of implementation, management, activities of lecturers and students on learning using microteaching learning models based on experiential learning through role models and groups. The conclusion is that the overall average is 3.5 with very good indicators, so the implementation, management, activities of lecturers and students on learning using microteaching learning models based on experiential learning through models and groups were practically done.

Analysis of lecturer activity data, the average overall activity of lecturers in managing learning during the trial was 3.5, and the percentage was 88%. It can be concluded that the average concentration and percentage of lecturer activity in managing learning during the trial was good based on indicator qualification. Furthermore, the average overall activity of the lecturer in managing learning during the implementation phase was 3.7, and the percentage was 92%. From the average and percentage of lecturer activity during the implementation phase, it can be concluded that the lecturers' activities in managing learning during the implementation phase can be categorized very good based on indicator qualification. The result was supported by Bhat (2001), which states that one of the principles in experiential learning activities is that the teacher has a more role as facilitator and catalyst who can generate student learning motivation and student achievement.

Analysis of Model Effectiveness

The effectiveness of microteaching learning models based on experiential learning through the role of developed models and groups was analyzed through tabulation of student learning outcomes data, both of lecturer and student response questionnaires. The data will be analyzed as follows.

1. Learning Outcomes as Effectiveness of Research

Data on student learning outcomes in the form of tests given to students at the end of the trial and implementation stage. From the test results of student learning, researchers can find out that

the learning outcomes obtained are following the Standard Achieved or not.

The students have achieved the desired learning outcome. It can be seen in Table 1, the average learning outcome in the trial stage was 74,5, which was considered a B grade, and the average learning outcome in the implementation stage was 78,5, which was considered an AB grade.

Data on student learning outcomes, from these outcome results, it can be concluded that the students got a very good outcome after going through the microteaching learning model based on experiential learning through the role of models and groups. The student learning outcomes can be seen in Table 1.

Table 1 Learning Outcomes of Students toward Microteaching Learning Model Based on Experiential Learning through Model Roles and Group

1	2	3	4	5	6
1.	M_1	80	AB	90	A
2.	M_2	75	B	80	AB
3.	M_3	70	BC	75	B
4.	M_4	75	B	75	B
5.	M_5	70	BC	80	AB
6.	M_6	75	B	75	B
7.	M_7	75	B	75	B
8.	M_8	75	B	80	AB
9.	M_9	75	B	75	B
10.	M_{10}	75	B	80	AB
Total		745		785	
Average		74.5	B	78.5	AB

Note:
1 = No, 2 = Students, 3 = Trial,
4 = score, 5 = implementation,
6 = scores

2. Lecturer Response

The lecturer response questionnaire is used to assess the lecturer on the learning activities of microteaching learning models based on experiential learning through the role of models and groups. Questionnaire responses of lecturers were administered after the implementation phase. The lecturer response questionnaire contains several aspects regarding the components of teaching administration in helping learning activities which can be seen in Table 2.

The lecturer's response questionnaire revealed that the lecturer responded best to microteaching learning models based on experiential learning through models and groups. It could be stated that the learning was successful as well as the lecturer had a well response.

Table 2 Questionnaire for Lecturer Response toward Components of Teaching Administrations in Helping Learning Activities

Description	VH	H	N	SH	NH
Syllabus	√				
Lesson Plan	√				
SLP (Semester Learning Plan)	√				
Learning Scenario	√				
Text Book	√				
Learning Media	√				
Learning Activities	√				
Assessment	√				

Notes: VH = Very helpful, H = Helpful, N = NeutraL, LH = Slightly Helpful, NH = Not at All Helpful

The results of the lecturer response questionnaire on the components of the learning administration can be seen in Table 3 below.

Table3 Questionnaire for Lecturer Response toward Components of Teaching Administrations

Description	VG	G	N	SG	NG
Syllabus		√			
Lesson Plan	√				
Semester LearningPlan (SLP)	√				

Description	VG	G	N	SG	NG
Learning Scenario	√				
Text Book	√				
Learning Media	√				
Learning activities	√				

Note: VG = Very Good, G = Good, N = Neutral, SG = Slightly Good, TG = Not That Good

3. Student Response

The student response questionnaire was used to evaluate students on the learning activities of microteaching learning models based on experiential learning through the role of models and groups. The student response questionnaire was administered after the implementation phase. The student response questionnaire contained several aspects regarding learning activities. This aspect consisted of four aspects, and each aspect had different answer options. The first aspect with the options of the answer "like/ dislike", the second aspect with the options of the answer "new/not new", the third aspect with the choice of answers "interested/not interested", and the fourth aspect with the choice of the answer "yes /no".

The description the data that has been processed. Below is the formula for the average response of each student. The overall average of the student response tabulation was 3.9.

The results of the effectiveness data were tabulation of student learning outcomes, lecturer response questionnaire results, and student response questionnaire on using microteaching learning model based on experiential learning through the role of models and groups. The average student learning outcomes were categorized as good.

From the student response questionnaire assessment, whose overall average is 3.9 and the percentage is 97%, the learning activities are included in the excellent category according to the predetermined indicator qualifications. According to a result of Parsaoran & Liliasari (2010) research, and Silberman (Sholihah et al., 2016). This analysis proves that the three results, namely learning outcomes, are the criteria for the effectiveness of research, lecturer response questionnaire, and learning outcomes; here are the criteria for the effectiveness of research.

CONCLUSION

Previous, taken from the implementation tabulation, management, lecturer and student activities on learning using microteaching learning model based on experiential learning through the role of models and groups, the overall average is 3.5 with very good indicators. Therefore, the practicality criteria are categorized as practically done. Then the following conclusion is the result of the effectiveness data analysis above, which comes from the tabulation of student learning outcomes, lecturer response questionnaire, and student response questionnaire to microteaching learning model based on experiential learning through the role of models and groups had good average learning outcomes. Based on the conclusions, this approach can generally be applied in subject learning, especially those with a practical component of objectives. For learning that experiences low activity in students, it is best to use this approach. The next researcher is expected to develop the Experiential Learning-based approach in other subjects to improve student achievement. In order to be more effective and efficient, preparation for implementing experiential learning-based approaches in learning requires better preparation and focus of researchers.

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