

# THE QUALITY OF THE MICROTEACHING COURSE AND THE TEACHING PRACTICUM PROGRAM FOR THE ESTABLISHMENT OF ELECTRICAL EXPERTISE TEACHING COMPETENCY IN VOCATIONAL SECONDARY SCHOOLS

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## ABSTRACT

The Microteaching Course (MTC) and the **Teaching Practicum Program** (TPP) are learning programs to provide limited teaching experience on campus and guided teaching experiences in schools which are expected to form a teachers competencies to students. The aims of this research were carried out for: (1) knowing the quality of the MTC at the Department of Electrical Engineering Education, Faculty of Engineering Universitas Negeri Yogyakarta (FE UNY) for the implementation of the TPP program in Vocational Secondary Schools (VSSs), (2) knowing the quality of the guided teaching ability of students when implementing TPP in VSSs, and (3) knowing the quality of the learning quality towards TPP.

This research was an ex post facto FE with a descriptive approach. The descriptive approach was used to determine the quality of MTC, the competence of the TPP, and the quality of the TPP learning. The subjects of this study were students of the Department of Electrical Engineering Education, FE UNY who took MTC in the even semester of the academic year 2019/2020 and the MTC's Lecturers of the Department of Electrical Engineering Education, FE UNY, and the TPP's tutor teachers, and VSSs' students. The total number of MTC's Lecturers were 9 people, the TPP's Tutor Teachers in VSSs were 54 people, and the VSSs' students were 223 people from 32 VSSs. Data were collected through observation, assessment sheets, and questionnaires. Data were analyzed descriptively.

The results of this study can be known that the competence of MTC's students in the aspect of opening lessons can be categorized as "Very Good" for a teaching-limited practice in theory by 67.1% and in a laboratory by 59.5%, while the closed learning aspect still needs to be improved for a teaching-limited practice in theory by 13.9% and in a laboratory by 7.6%. The competence of TPP's students in the aspect of social competence was categorized as "Good" at 77.8%, while less of the personality competency aspects of TPP students (1.9%) still needed to be improved. The learning quality of most of TPP's students (90.6%) in the aspect of mastery of teaching material is categorized as "Good", while less (1.8%) for the aspects of mastery of learning methods and assessment still needs to be improved their expertise.

Kata Kunci: *microteaching, teaching practicum program, electrical expertise teaching.*