

Implementation of Online Microteaching in the Department of Economic Education Economic Education Students

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ABSTRACT

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Abstract—Microteaching is one of the steps to strengthen and monitor the competency level of prospective teacher students. Competence is complex and constitutes a unified whole that describes the potential, knowledge, attitudes, and values ??that a person has in a particular profession with respect to the parts that can be actualized or realized in the form of action or performance to carry out the profession. Professional qualifications are examples of the embodiment of a person's competence. During the pandemic, teacher skills face challenges related to how to teach using digital media so that online teaching experience is needed. If before the pandemic, microteaching used face-to-face learning, then during this pandemic it shifted to online meetings. In learning, it is not only related to lesson plans and the implementation of learning but also related to the ability to utilize technology known as Technological Pedagogical and Content Knowledge (TPACK). This study aims to discuss the planning, implementation, and evaluation of online microteaching based on TPACK in the Department of Economics Education. This study used 103 students taking the microteaching course as respondents. The research instrument used documents, observation sheets and questionnaires. Before being distributed to respondents, the validity and reliability of the instrument were tested. Data analysis was carried out quantitatively and qualitatively. The results of this study are known: 1) The average value of planning has increased, 2) The average value of the implementation of learning has increased. Most students can learn from mistakes so they can do better learning 3) Evaluation of learning for study programs and UPPL related to online microteaching guidelines, there must be initial coordination of online microteaching. There is no info, technical form of online lectures. There was information about online lectures, there was no standardization. Thus, it is necessary to standardize online lectures. Quotas are a big problem for students. Lecturers cannot form students related to gestures, if it is done offline then it can be criticized. At the time of online learning, it is difficult to see the style of dress and gestures. The personal relationship between lecturers and students is very limited, 4) The average TPACK from meetings 1, 2, and 3 has increased.

Keywords; microteaching, TPACK, Economic Education

Kata Kunci: microteaching, TPACK, Economic Education