

# PROSIDING

Education

## International Seminar and Workshop on Education

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# 2019



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International  
**Seminar**  
Workshop &

## **Preface**

1<sup>st</sup> international seminar and workshop on Education in Institut Pendidikan Indonesia 2019 We are honored to bring you this collection of article from 1<sup>st</sup> International Seminar and Workshop on Education which was held in Indonesia, from 22<sup>nd</sup> -23<sup>rd</sup> February 2019. The primary focus of this conference was to bring together academicians, researchers and scientists for knowledge sharing in various areas of Education, Business and Technology. The INSWED 2019 served as good platform for the scientific community where almost one hundred participants met to exchange ideas. During the two days of conference, the researchers presented the most recent discoveries in Education, Business and Technology as well as established networking for possible joint researchers and collaborations among the participants.

We would like to thank the participants who have contributed to the first volume which is a selected collection of one hundred abstract. We also express our gratitude to every committees of Institut Pendidikan Indonesia for their unwavering commitment as the conference organizer for their unfailing support towards Inswed 2019. Lastly, we are most indebted for the generous support given by Kemenristekdikti, Kolej Universiti Islam Antarbangsa Selangor (KUIS) Malaysia, Kolej Islam Teknologi Antar Bangsa (KITAB) Malaysia, Universitas Pendidikan Indonesia (UPI) and IPG Kampus Ilmu Khas Malaysia.

We wish all participant a very fruitful and pleasant scientific programs of this seminar.

Thank you,

Dr. Abdul Hasim, M.Pd.  
Chairman of Inswed 2019

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(InSWEd) 2019**

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**RUNDOWN**  
**INTERNATIONAL SEMINAR AND WORKSHOP ON**  
**EDUCATION 2019**

**FRIDAY, FEBRUARY 22, 2019**

**Registration I**

09.00 - 11.00 - Front Office Hotel Harmoni

**City Tour (Optional)**

13.00 - 20.00 - Hotel Harmoni to Destinations

**SATURDAY, FEBRUARY 23, 2019**

**Registration II**

06.30 - 07.30 - Front Office Hotel Harmoni

**Opening Ceremony**

07.30 - 08.30, Ballroom Hotel Harmoni

**Coffee Break**

08.30 - 09.00 - Restaurant Hotel Harmoni

**Plenary Sessions**

**Prof. Dr. H. Bunyamin Maftuh, M.Pd.**

*Direktur Karir dan Kompetensi Sumber Daya Manusia Kemenristek Dikti - Indonesia*

09.00 - 09.45 - Ball Room Hotel Harmoni

**Prof. Dato' Dr. Ab. Halim Tamuri**

*Rector of Kolej Universiti Islam Antarabangsa Selangor (KUIS) - Malaysia*

09.50 - 10.35 - Ball Room Hotel Harmoni

**Prof. Dato' Dr. Mustapa Kassim**

*Rector of Kolej Islam Teknologi Antar Bangsa (KITAB) - Malaysia*

10.40 - 11.25 - Ballroom Hotel Harmoni

**Prof. Dr. Maman Abdurachman Djauhari**

*Direktur Sekolah Pascasarjana Institut Pendidikan Indonesia (IPI) - Indonesia*

11.25 - 12.00 - Ballroom Hotel Harmoni

### Workshop

**Prof. Tatat Hartati, M.Ed., Ph.D.**

*Guru Besar Universitas Pendidikan Indonesia*

13.00 - 16.00 - Ballroom Hotel Harmoni

**Dr. Suhaimi Ali**

*Director of IPG Kampus Ilmu Khas - Malaysia*

13.00 - 16.00 - Ballroom Hotel Harmoni

### Parallel Sessions

*Paper presentations*

13.00 - 17.00 - Room A, B, C, D, E, F, G Hotel Harmoni

### Closing

*The Committee*

17.05 - 17.30 Ballroom Hotel Harmoni

Title	Page
DEVELOPMENT OF ANDROID-BASED INTEGRATED SCIENCE TEACHING MATERIALS WITH CRITICAL THINKING SKILLS <b>Hilda Maulida<sup>1</sup> Parlindungan Sinaga<sup>2</sup> Susilawati<sup>3</sup></b>	<b>122-126</b>
ANALYSIS OF TRAINER'S COMPETENCES TO QUALITY OF RESULT STUDY IMPROVING OF PARTICIPANTS OF METROLOGY TRAINING (Quantitative Study in the Centre for Metrological Resource Development Ministry of Trade) <b>Budi Yasri<sup>1</sup> Ade Suherman<sup>2</sup></b>	<b>127-131</b>
TEACHER'S PERCEPTION OF THE PROTECTION OF PROFESSIONAL EDUCATORS AND EDUCATION STAFF AS AN EFFORT TO INCREASE TEACHER PROFESSIONALISM <b>Fredy Hermanto<sup>1</sup>, Aisyah Nur Sayidatun Nisa<sup>2</sup>, Asep Ginanjar<sup>3</sup>, Noviani Achmad Putri<sup>4</sup></b>	<b>132-140</b>
EFFECT OF MICRO TEACHING PRACTICE OF TEACHING SKILLS OF STUDENTS FKIP UNPAS 2017/2018 ACADEMIC YEAR <b>S. Marten Yogaswara<sup>1</sup>, Leni Maryani<sup>2</sup>, Saiful Almujab<sup>3</sup>, Rian Satriawan<sup>4</sup>, Indra Septiana Aji<sup>5</sup>, Mutia Noer Septiani<sup>6</sup></b>	<b>141-146</b>
VARIATION OF INTEREST STUDENT LEARNING WITH THE USE OF LEARNING MEDIA <b>Leni Maryani<sup>1</sup> Veri Aryanto Sopiansah<sup>2</sup></b>	<b>147-153</b>
THE INFLUENCE OF COOPERATIVE LEARNING MODEL OF NUMBERED HEAD TOGETHER (NHT) TYPE, MIND MAPING AND TALKING CHIPS ON STUDENTS' CRITICAL THINKING ABILITY (The Experimental Study in Eight Grade Students in Social Sciences Subjects at Junior High School 4 Kuningan) <b>Agie Hanggara<sup>1</sup>, Taryaman<sup>2</sup>, Yuli Suhaeti<sup>3</sup></b>	<b>154-158</b>
BLENDED LEARNING IN THE COURSES OF LITERATURE HISTORY AS A LEARNING MODEL INNOVATION <b>Ninah Hasanah<sup>1</sup>, Zoni Sulaiman<sup>2</sup></b>	<b>159-162</b>
A CONTRASTIVE STUDY BETWEEN MULTIPLE CHOICE AND CLOZE TEST ON STUDENTS' READING COMPREHENSION <b>Irsyad Nugraha<sup>1</sup>, Anis Sri Surti<sup>2</sup></b>	<b>163-167</b>
GAME ULAR TANGGA TO IMPROVING MORAL AND RELIGIOUS ABILITIES <b>Eka Setiawati<sup>1</sup>, Elih Solihatulmilah<sup>2</sup>, Desri<sup>3</sup></b>	<b>168-175</b>

# EFFECT OF MICRO TEACHING PRACTICE OF TEACHING SKILLS OF STUDENTS FKIP UNPAS 2017/2018 ACADEMIC YEAR

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**Abstract.** This study aims to determine how the preparation and implementation of micro teaching practice, teaching skills, and how much influence the micro teaching practice to teach students skills FKIP UNPAS academic year 2017/2018. To achieve the objectives of the study, the authors used survey method with a sample of 271 students. In search of influence, the data were analyzed using simple linear regression analysis. The results showed that the preparation and implementation of micro teaching practice and teaching skills have been implemented very well, is shown from the average score of the results if the respective data of 4.12 are in the very good category. The simple linear regression analysis showed there are significant micro teaching practice to teach students skills with a value of R<sup>2</sup> is 0.283 which can be interpreted to mean that micro teaching practice has contributed 28.3% to the teaching skills of the students. From the results of this study students are expected to develop teaching skills on real time teaching, for institutions and faculty expected to improve the teaching skills of students by providing the best services, adequate infrastructure and provide reinforcement materials related to the skills that must be held by teachers.

Keywords: Micro Teaching Practice, Teaching Skills

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## I. INTRODUCTION

One of the main requirements that must be considered in the development of education in order to contribute to the improvement of human resources is the teachers and education personnel. According to Undang-Undang Republik Indonesia No. 14 Tahun 2005 on teachers and lecturers stated that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education, and secondary education [1].

Faculty of Teacher Training and Education Universitas Pasundan is one of the educational institutions of educational personnel (LPTK) who have the duty and function to prepare professional educators in the field. UU RI No. 14 Tahun 2005 Chapter I Article 1 (4) states that the professional is any work or activity carried out by someone and become a source of income that meets the standards of quality of life and a certain norm and requires professional education [1].

Teachers are the critical success factors of the learning process. To achieve the success of the learning process of a teacher is required to have the ability and the basic skills needed for a smooth learning process effectively and efficiently. Teaching skills is one thing that must be owned by teachers and prospective teachers.

The teaching skills of teachers in the learning process including opening and closing learning skills, skills of explaining, questioning skills, skills provide reinforcement, using the

medium of learning skills, skills to guide small group discussions, classroom management skills, held a variety of skills and teaching skills of individuals in small groups [2].

If teachers or prospective teachers have mastered and applying some teaching skills described above, the learning objectives will be achieved. For a prospective teacher to master one of the few teaching skills will be felt more complicated and difficult due to lack of experience. The presentation in front of peers and still felt less in optimizing the confidence to perform in front of the students later.

Based on the information obtained by the author through interviews with students of Civics Education, Economic Education and Indonesian Language and Literature Education study programs, students experienced some difficulties in mastering teaching skills including:

- 1) when opening the lesson, students still cannot know how to motivate students well and how to associate material with real conditions or commonly referred to as contextual,
- 2) when closing the lesson students feel difficulty in involving students in concluding learning,
- 3) students are still unable to create a conducive learning environment because students who are difficult to manage,
- 4) students still feel less confident when explaining the material in front of the class,
- 5) students still cannot know how to make all students active when studying in groups.

From interviews difficulties teaching students to master skills, the authors concluded that the teaching skills of the students are still less than optimal.

To help prospective teachers to master some skills necessary to teach the exercises or practice beforehand, namely with micro teaching practice. Micro teaching practice is expected to help prospective teachers to master the skills of teaching, because in practice the micro teaching prospective teachers will be trained to practice the teaching skills of each component. Exercise for the sake of programmed exercise systematically and consistently in order to grow a better behavior in a future teacher at the time was teaching.

Micro teaching aims to provide opportunities for teacher candidates to practice teaching practice some skills in front of his classmates in a constructive atmosphere, so that prospective teachers have the mental preparation, skill [3].

The process of education for prospective teachers need many things, including giving them the opportunity to practice teaching. Micro teaching is compulsory courses taken and the compulsory pass for S1 students (undergraduate) the Faculty of Teacher Training and Education at the Universitas Pasundan. In this case, micro teaching aims to establish and develop the basic competencies of teaching as a provision for teaching practice in schools in the PPL program. Through this course, students are provided with the skills to teach and later they will become teachers at elementary, junior high, or high school.

Micro teaching can specifically provide teaching skills for prospective teachers. The importance of micro teaching courses shows that this course can influence the teaching skills of students as prospective teachers which will be proven by the existence of actual teaching practices in certain schools in the Praktik Pengalaman Lapangan (PPL) activities.

This study aims to find out how to practice micro teaching, how to teach skills and how much influence the practice of micro teaching has on the teaching skills of students at 2017/2018 Academic years.



## II. RESEARCH METHODS

Survey research method using Quantitative Research. In compiling instruments or data collection tools, the variables that are the main reference for researchers in compiling questionnaires consist of questionnaires about micro teaching practices and teaching skills of students. The method used in data analysis is simple linear regression analysis.

The researcher used a random sample technique and used the Slovin formula [4]. Sample calculation with an error rate of 5%, with the following Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where :

n = sample size

N = population size

e = Error tolerance limit

Based on the explanation above, then using the Slovin formula, the number of samples or respondents is 271 students.

## III. RESULTS AND DISCUSSION

### a. Micro Teaching Practice

Micro teaching is one of the subjects that must be taken by all students of FKIP Universitas Pasundan Academic Year 2017/2018. This course is very important because it is an accumulation of the series of lectures that have been taken before. Micro teaching is also a teaching practice activity guided by a lecturer/lecturer appointed by the study program for one semester, with the aim of equipping students to prepare themselves mentally, spiritually, and materially, so as to gain experience from teaching preparation, implementation, to assessment [5].

The results of the study show that the description of micro teaching practices that have been carried out in the Unipas Faculty of Teacher Training and Education has been carried out in accordance with the stipulated conditions and has run very well. Evident from the acquisition of a score of 4.12 which shows a very good category. From the picture below is known that the dimension of the position with the highest score is the dimension of micro teaching benefits with a score of 4.23 with a very good category. the picture below is known that the dimensions of the position with the highest score is the dimension of the benefits of micro teaching with a score of 4.23 with very good category. There is also a stage dimensional micro teaching becomes the lowest dimension between the two dimensions with a score of 3.99, although still in the good category. In detail visible in the picture below:

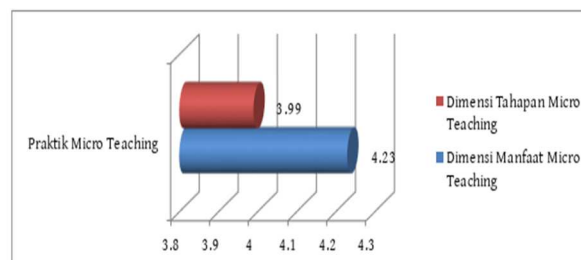


Figure 1. Micro Teaching Practice

Thus, micro teaching practices impact the teaching skills of teachers or prospective teachers. This is reinforced by definition of micro teaching that is one approach or model or technical training teaching practice in a limited scope to develop the basic skills of teaching carried out in isolation and in a simplified situation [6]. In addition, about the purpose of the micro teaching is meant to improve the performance of teachers or prospective teachers regarding teaching skills [7]

Teaching skills is a skill that requires a lot of skill and contains a lot of action, whether to include a technique delivery of material, the use of the method, the use of media, and to create conditions conducive to the learners in the learning process. To attract students interest in learning, teachers must have a qualified teaching skills, utilizing a variety of models, methods or media, in order to achieve the learning objectives.

As for teaching skills that must be mastered by a teacher or prospective teacher, among others [2]:

1. Skills opening and closing the lesson,
2. Skills explained,
3. Questioning skills,
4. Skills provide reinforcement,
5. Skills using instructional media,
6. Skills to guide small group discussions,
7. Classroom management skills,
8. Held a variety of skills, and
9. Teaching skills of individuals and small groups.

The results showed that students taught the skill description FKIP UNPAS excellent academic year 2017/2018. Evident from the acquisition score of 4.12 which shows the very good category. The figures for each of the following dimensions:

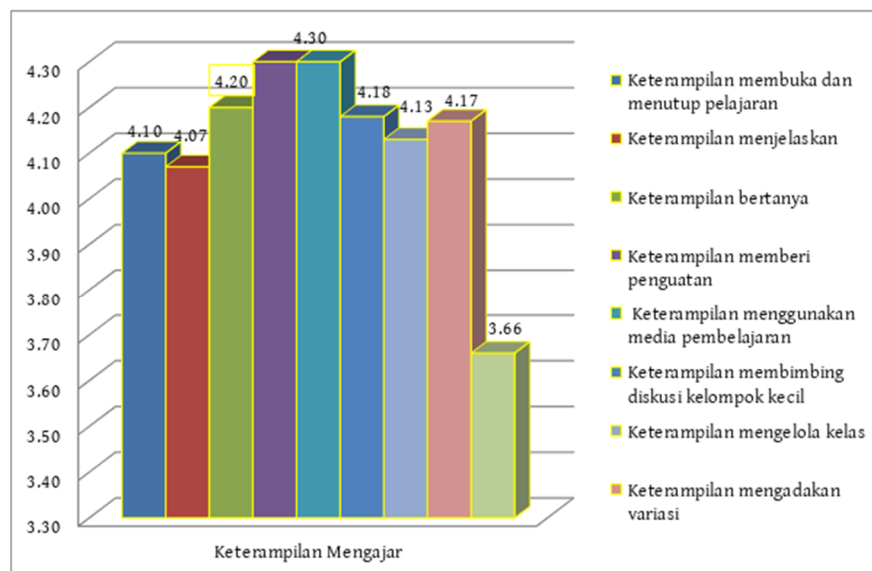


Figure 2. Description of Teaching Skills

The picture above shows that the dimensions of the study with the highest score is the dimension of skills provide reinforcement and skills in using media with a score of 4.30 with very good category. There is also a dimension of teaching skills individuals and small groups into the dimension of the lowest among the other dimension with a score of 3.66, although still in the good category. This means teaching students skills will increase and quality if it had followed the practice of micro teaching which is run in accordance with applicable regulations.

As it is known that in improving the quality of human resources, required quality education. One of the main requirements that must be considered in the development of education in order to contribute to the improvement of human resources is the teachers and education personnel. Teachers are the critical success factors of the learning process. To achieve the success of the learning process of a teacher is required to have the ability and the basic skills needed for a smooth learning process effectively and efficiently. Teaching skills is one thing that must be owned by teachers and prospective teachers. To help prospective teachers to master and develop some of the skills necessary to teach the exercises or practice beforehand, namely with micro teaching practice.

#### b. Learning Media Influence

The latest findings show that the practice of micro teaching positive effect on the teaching skills of the students FKIP UNPAS academic year 2017/2018.

Table 1. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 <sup>a</sup>	.283	.281	5.881

a. Predictors: (Constant), Praktik Micro Teaching

From the results table above, shows the great value of correlation / relationship (R) that is equal to 0.532 and a large percentage also described the influence of independent variables (independent) on the dependent variable (dependent). From the table above analysis, it is found that the coefficient of determination (R<sup>2</sup>/R Square) is approximately 0.283 which implies that the influence of the independent variables (Micro Teaching Practice) on the dependent variable (Teaching Skills) is 28.3%, while the remaining 71.7 % influenced by other variables. Preparation and implementation of micro teaching practice has been carried out properly and affect the teaching skills of the students. This means that the better the quality of learning in subjects related to the micro teaching combined with practice, the better the preparation and implementation of micro teaching practices, the stronger and the greater the influence on the teaching skills of the UNPAS FKIP students for Academic Year 2017/2018.

#### IV. CONCLUSION

Conclusion The study refers to the results of research and studies that have been done: 1), the description of the preparation and implementation of micro teaching practices that have been carried out in FKIP UNPAS academic year 2017/2018 showed very good category. It is known that the dimensions of the study with the highest score is the dimension of the benefits of micro teaching with very good category. 2) a description of the teaching skills of the students FKIP UNPAS excellent academic year 2017/2018. Evident from the acquisition score that shows the very good category. Dimensions of research with the highest scores are skills provide reinforcement and skills using instructional media. There is also a dimension of teaching skills individuals and small groups into the dimensions of the lowest among the other dimensions, although still in the good category. Third, the relationship between micro teaching practice toward teaching skills have a positive relationship. This means that the research hypothesis which states "there are significant micro teaching practice toward teaching skills" is received with a percentage of 28.3% influence.

Suggestion 1) students, in implementing micro teaching practices are expected to develop teaching skills when plunged into schools and being able to make the learning takes place in an interactive, inspirational and fun so that they can make learners can participate in following the process of learning activities. 2) institutional FKIP / UNPAS, is expected to be a source of information, especially in improving the performance of students in teaching and also can be used as input and efforts to improve the teaching skills of the students through micro teaching practices towards better again. 3) lecturer, is expected to provide an explanation or strengthening in subjects related to or associated with micro teaching, which will enhance and develop the teaching skills of the students.

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