The Effect of Micro Teaching Courses and Introduction to School Field on Student Teaching Readiness of the Faculty of Teacher Training and Education, University of Riau

Sri Annisa Chaniago[1] Caska[2]
Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia[1,2]
Email: sriannisa.3812@student.unri.ac.id[1] caska@lecturer.unri.ac.id[2]

Abstract
This study aims to determine (1) the effect of the Micro Teaching Course on the Readiness to Teach FKIP University of Riau students. (2) the effect of Introduction to Schooling Fields on Teaching Readiness of FKIP University of Riau Students. (3) and the influence of Micro Teaching Subjects and Introduction to Schooling Fields on the Readiness to Teach FKIP University of Riau Students. The background of this research is that students' readiness to become teachers is still low. This research is included in the quantitative research. The population in this study were 1,066 FKIP University of Riau students class of 2018 with a research sample of 91 students. Sampling technique with proportional random sampling. Data collection techniques used are documentation and questionnaires. The classic assumption test includes the normality test, linearity test and multicollinearity test. Data analysis technique with multiple linear regression.
Keywords: Micro Teaching, PLP, Readiness to Teach

INTRODUCTION

The teaching profession has complexities, especially in terms of forming human learning in the context of national education. As stated by Kunandar (2007) that globalization has changed the way of human life as individuals, as citizens, and as citizens of the nation, this makes the duties and roles of teachers more and more difficult day by day, along with the development of science and technology. Teachers and education providers in schools should provide services with all supporting facilities that refer to the needs of students according to the growth and development of the students themselves, because quality service will have a positive impact on student learning outcomes (Caska, 2016). With its various functions, the teacher has a dominant role and acts as the spearhead of the nation's education. The implication is that the quality of education of a nation is influenced by the quality of its educators (Febrian & Fera, 2019). The position of the teacher in the learning process at school has not been replaced by any powerful machine. Because teachers have special skills that distinguish the teaching profession from other professions. The main difference between the teaching profession and other professions lies in their duties and responsibilities (Indrawati, 2013). This can be seen when the teacher is about to start learning, so before a teacher comes down to his students it is expected that they have mature readiness both physically and mentally so that the learning objectives will be achieved.

Readiness is the most important thing and must be considered when someone acts in teaching. Readiness is the overall condition of a person or individual that makes him ready to respond or answer in a certain way to a situation (Slameto, 2015). In this case, what is meant by the condition of a person or individual includes three aspects, namely the first aspect includes physical, mental and emotional conditions. The second aspect includes needs, motivation, and goals, and the third is skills, knowledge and other understandings that have

been learned. Slameto (2010) factors that influence readiness include: (1) internal factors, namely physical factors in the form of health factors and disability factors, psychological factors in the form of intelligence, attention, interest, talent, motivation, and maturity, and fatigue factors in the form of fatigue physical and spiritual fatigue; (2) external factors, namely family factors, school factors, community factors. Meanwhile, according to Mulyasa in Roisah & Margunani (2018) revealed that the factors that influence teaching readiness are: (1) factors originating from within humans, namely interest, talent, intelligence, independence, creativity, mastery of knowledge, and motivation ; (2) factors that come from outside the human, namely the information obtained, living environment, learning facilities and infrastructure, field practice experience, and student background.

The Faculty of Teacher Training and Education (FKIP) of the University of Riau as an Educator and Education Personnel Institution (LPTK) is believed to be able to produce educators who will be able to carry out their educational profession in the future. One of the efforts to realize this is through the process of micro teaching or micro teaching lectures. Micro teaching courses are mandated to be able to support student pedagogical abilities as prospective teachers. In addition to micro teaching lectures which will increase student teaching readiness, the PLP program is also able to improve abilities so that student teaching readiness will be more mature. One of the efforts to hone the teaching competence of prospective teacher students to become professional teachers is through the PLP program. This program is thought to greatly affect the level of interest and readiness of students to become teachers. If the student's experience is interesting and memorable, then the possibility of interest and readiness to become a teacher will be high and vice versa if the student's experience in implementing PLP is not good and mediocre, then the possibility of interest and readiness to become a teacher is low.

Based on initial observations through interviews with active students of FKIP, University of Riau, information was obtained that the readiness of students in managing classes was lacking so that learning took place less conducive and effective. This can be seen from the less mature lesson plans as a result of which the implementation of teaching and learning activities does not run optimally and results in some students feeling bored, not paying attention to learning, and joking with their friends. This shows that the student is not ready to carry out their duties. This is also supported by the professional data of alumni of the Economics Education FKIP, University of Riau, Class of 2016-2017 where the Economics Education study program produces graduates with undergraduate education, but not all graduates continue their careers in education.

Micro teaching and Introduction to the Field of Schooling are mandatory subjects so it is necessary to look at their effect on teaching readiness. So research is needed to test micro teaching and PLP play an important role in preparing students to be ready to teach. Therefore, the researcher intends to conduct research with the title "The Influence of Micro Teaching Courses and Introduction to Schooling Fields on Teaching Readiness of FKIP University Riau Students".

RESEARCH METHODS

This research is included in the quantitative research. The population in this study were 1,066 FKIP Riau University students class of 2018 with a research sample of 91 students. Sampling technique with proportional random sampling. Data collection techniques used are documentation and questionnaires. The classic assumption test includes the normality test, linearity test and multicollinearity test. Data analysis technique with multiple linear regression. In this study, the indicators listed in the table were used.

Table 1.

Variable	Indicator
Micro teaching course (X1)	Grades of the 2018 Class of 2018 Micro Teaching Courses for FKIP Riau University Students.
Introduction to School Fields (X2)	2018 FKIP University of Riau Student Field Introductory Score.
Readiness to Teach (Y)	Ability to open lessons
	Mastery of subject matter
	Ability to ask and lead questions well
	Strengthening that can raise student motivation
	The intonation of the voice is varied and appropriate
	Positions and movements that are flexible and not dominant in one position
	The ability to choose media according to the subject matter
	Ability to use media effectively and efficiently
	Ability to carry out learning that includes the 4C steps (Critical, Creative, Communicative, and Collaborative),
	Utilizing ICT in learning
	Ability to explain clearly and easily understood
	Ability to guide group discussions
	Ability to manage classes
	Skills in holding a personal approach.

RESEARCH RESULTS AND DISCUSSION
Research result

Table 2. Value Data for Micro Teaching Courses

Score	Category	Frequency	Percentage (%)
X ≥ 85	A	52	57,1
80 ≤ X < 85	A-	28	30,8
75 ≤ X < 80	B+	8	8,8
70≤ X < 75	B	2	2,2
65≤ X < 70	B-	1	1,1
60 ≤ X < 65	C+	0	0
55 ≤ X < 60	C	0	0
40 ≤ X < 55	D	0	0
X < 40	E	0	0
Total		**91**	**100**

Source: Data Processed Results, 2023

Based on the table above, it is known that the scores for the micro teaching course were 52 students with a percentage of 57.1% in category A, as many as 28 students with a percentage of 30.8% in category A-, as many as 8 students with a percentage of 8.8% in category B+, as many as 2 students with a percentage of 2.2% in category B, and as many as 1 student with a percentage of 1.1% in category B-, and categories C +, C, D, E with a percentage of 0%. So it can be concluded that the scores obtained by FKIP Riau University students were in the very good category, meaning that Riau University FKIP students were able to take the micro teaching course well and passed with satisfactory grades.

Table 3. Data on School Field Acquaintance Values (PLP)

Score	Category	Frequency	Percentage (%)
X ≥ 85	A	78	85,7
80 ≤ X < 85	A-	13	14,3
75 ≤ X < 80	B+	0	0
70≤ X < 75	B	0	0

65≤ X < 70	B-	0	0
60 ≤ X < 65	C+	0	0
55 ≤ X < 60	C	0	0
40 ≤ X < 55	D	0	0
X < 40	E	0	0
Total		**91**	**100**

Source: Data Processed Results, 2023

Based on the above it is known that the PLP scores were 78 students with a percentage of 85.8% in category A, and as many as 13 students with a percentage of 14.2% in category A-, as well as categories B+, B, B-, C+, C, D, E with percentages 0%. So it can be concluded that the scores obtained by FKIP students at the University of Riau were in the very good category, meaning that FKIP students at the University of Riau were able to take part in the PLP program well and were declared to have passed with satisfactory grades.

Table 4. Descriptive Analysis of Teaching Readiness

Interval	Category	Frequency	Percentage (%)
58,9- 70	Very high	32	35,2
47,7 - 58,8	Tall	41	45,0
36,5 - 47,6	High enough	11	12,1
25,3 - 36,4	Low	5	5,5
14 - 25,2	Very low	2	2,2
Total		**91**	**100%**

Source: Data Processed Results, 2023

Based on the table above, it is known that the readiness to teach FKIP University of Riau students, namely as many as 32 people with a percentage of 35.2% answered very high, as many as 41 people with a percentage of 45.0% answered high, as many as 11 people with a percentage of 12.1% answered quite high, as many as 5 people with a percentage of 5.5% answered low in teaching readiness, and as many as 2 people with a percentage of 2.2% answered very low. So, it can be concluded that the readiness to teach FKIP University of Riau students is classified as high. This condition is supported by 14 statements from the indicators used.

Hypothesis Test

Table 5. Normality Test

	Unstandardized Residual
Kolmogorov-Smirnov Z	,911
Asymp. Sig. (2-tailed)	,377

Source: Results of Processed SPSS Data, 2023.

Based on the table above, the results of the normality test with the One Sample Kolmogorov-Smirnov statistical test can be seen that the significance value (Asymp. Sig.) is 0.377 > 0.05. So it can be interpreted that the research data is normally distributed.

Table 6. Linearity Test

				Sig.
Readiness to Teach * Micro teaching	Between Groups		(Combined)	,000
			Linearity	,000
			Deviation from Linearity	,539

Source: Results of Processed SPSS Data, 2023.

Based on the table above, it is known that the micro teaching variable obtained a Deviation from Linearity significance value of 0.539 (0.539> 0.05), so it was concluded that the data in this study were linear. This means that the relationship between micro teaching and readiness to teach has a significant linear relationship.

Table 7.

			Sig.
Readiness to Teach * PLP	Between Groups	(Combined)	,001
		Linearity	,000
		Deviation from Linearity	,138

Source: Results of Processed SPSS Data, 2023

Based on the table above it is known that the PLP variable obtained a significance value of Deviation from Linearity of 0.138 (0.138 > 0.05), so it was concluded that the data in this study were linear. This means that the relationship between PLP and readiness to teach has a significant linear relationship.

Multicollinearity Test

Based on the results of the multicollinearity test, it can be seen that the Variance Inflation Factor (VIF) value of the analysis model in this study is less than 10, namely micro teaching has a VIF of 1.100 and PLP has a VIF of 1.100. Meanwhile, the tolerance value of all variables is greater than 0.1, namely micro teaching has a tolerance of 0.909 and PLP has a tolerance of 0.909. This means that in the regression model there is no correlation between the independent variables, so it is concluded that there is no multicollinearity.

Table 8. Multiple Linear Analysis

		Unstandardized Coefficients (B)
1	(Constant)	-147,312
	Micro Teaching	,727
	PLP	1,412

Sumber: Olahan Data SPSS, 2023

Based on the table of results of multiple linear regression analysis in the table above it is known that the constanta is -147.312 and the micro teaching value is 0.727, and the PLP value is 1.412. Then it can be inputted into the multiple linear regression equation: Y= -147.312 + 0.727X1+ 1.412X2+ e

Discussion

The results showed that (1) there was a positive and significant effect of the Micro Teaching Course on Teaching Readiness of FKIP University of Riau students with a tcount of 11.808 > ttable of 1.987 and a significance value of 0.05 > 0.000, (2) there was a positive and significant influence of Field Recognition Schooling on Teaching Readiness of FKIP University Riau Students with a t-count of 14.953 > t-table 1.987 and a significance value of 0.05> 0.000, (3) there is a positive and significant effect of Micro Teaching Subjects and Introduction to School Fields on Teaching Readiness of FKIP University Riau Students with a score fcount of 258.317> ftable 3.10 and a significance value of 0.05> 0.000. Based on the test of the coefficient of determination, it is known that the R2 value is 0.854 or 85.4%. This means that the percentage of influence exerted by the independent variables (micro teaching and PLP) on the dependent variable (readiness to teach) is 85.4%, while the remaining 14.6% is influenced by other variables not examined in this study.

The results of this study are supported by the research results of Mulyani et al., (2019) that there is a positive effect of micro-learning on PLP teaching readiness with the indicators used Micro-learning in this study consists of 11 indicators, namely compiling learning materials, choosing learning media, choosing methods learning, attaching assessments/ evaluations to test students' abilities, skills in opening and closing lessons, skills in explaining, skills in providing reinforcement, skills in asking questions, skills in using variations, skills in managing classes, and skills in guiding discussions.

The results of the research by Khaerunnas & Rafsanjani (2021) show that PLP is directly proportional to readiness to become a teacher, so that the higher the quality of PLP, the better the readiness of students to become teachers. With the provision of PLP experience, students are ready to carry out learning activities in class as a teacher. Then research Cahyati & Yahya (2014) that (1) Micro teaching courses have a positive effect on the maturity level of prospective teacher students. (2) PLP has a positive effect on the maturity level of prospective teacher students. (3) Micro teaching and PLP courses have a positive effect on the maturity level of prospective teacher students

CONCLUSION

This study was to determine the effect of micro teaching and the introduction of the school field on the readiness to teach FKIP University of Riau students. Based on the research results as described in the previous chapter, the following conclusions can be drawn: Micro teaching has a positive and significant effect on the readiness to teach FKIP University of Riau students. This shows that the higher the micro teaching ability obtained, the higher the readiness to teach students. The introduction of the school field has a positive and significant effect on the readiness to teach FKIP Riau University students. This shows that the better students undergo PLP, the better their readiness to teach students. The effect of micro teaching and the introduction of the school field on the readiness to teach FKIP University of Riau students. This shows that if students have good micro teaching skills and do well in the PLP program, it will increase student teaching readiness.

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