

Evaluation of the Microteaching Program in Empowering the Preservice Elementary Teacher' Professionalism Through the CIPP Model

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Abstract

This research uses a mixed method of sequential exploratory type. Data collection techniques use observation, interviews, questionnaires, documentation, and teaching ability tests for prospective MI teachers. The research subjects were PGMI students, microteaching supervisors, microteaching managers, and heads of PGMI study programs. Qualitative research data analysis techniques use three stages, namely data condensation, data presentation, and data verification. Meanwhile, hypothesis testing uses regression testing. The research results showed that the microteaching program in increasing the professionalism of prospective MI teachers was declared good. There is a significant influence of the microteaching program on the professionalism of prospective MI teachers.

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Introduction

The teacher is a figure who is a key element in achieving educational success. In the education process, teachers are at the forefront and have the greatest influence on the educational process and outcomes (Surya, 2015). The quality of an education system is greatly influenced by the quality of teachers. Teacher professionalism is an absolute requirement for achieving quality education. Vice versa, teachers who are not professional in carrying out their duties will hinder the achievement of educational goals. Teachers as substitutes for parents at school need to have awareness, understanding, concern, to guide students to become pious and devout human beings (Mulyasa, 2012).

Professional teachers in the 21st century are required not only to be able to teach and manage classroom activities effectively, but are also required to be able to build effective relationships with students and the school community, use technology to support improving the quality of learning, and reflect and improve their learning practices on an ongoing basis. (Darling & Linda., 2006). The 21st century professional teacher is a teacher who is skilled in teaching, able to build and develop relationships between teachers and schools with a wider community, and is a learner as well as an agent of change in schools (Hargreaves, 1997). Professional teachers have the responsibility to prepare the learning environment and learning experiences according to students' needs (Symeonidis, 2019; Zhumash et al., 2021). The learning environment greatly influences students' learning comfort and will further influence student learning outcomes. Having learning experiences makes learning activities more meaningful for students.

The Islamic Institute of Nahdlatul Ulama (IAINU) Kebumen Islamic Institute of Nahdlatul Ulama (IAINU) Teacher Education Study Program as one of the LPTKs has a big responsibility in producing professional teachers, especially for the Elementary School and Madrasah Ibtidaiyah levels. Micro teaching practice (microteaching) is a program that aims to shape teacher professionalism for prospective teacher students. Continuous program evaluation activities for microteaching activities are a form of IAINU Kebumen's seriousness in maintaining the quality of student teacher graduates. This research is intended to 1) Find out the application of microteaching program evaluation in increasing the professionalism of MI teacher candidates through the CIPP model, 2) Find out the influence of the microteaching program on the professionalism of MI teacher candidates.

Methods

This section describes how the research was conducted. The primary materials of this section are (1) research design; (2) population and sample (target of research); (3) data collection techniques and instrument development; (4) and data analysis techniques. For research using tools and materials, it is necessary to write down the specifications of the tools and materials. The tool specifications describe the sophistication of the tools used, while the material specifications describe the types of materials used. Qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who helped during the research and ways to explore research data, location and duration of research as well as descriptions of checking the validity of research results.

This research uses a combined qualitative and quantitative method approach (mixed method) using a sequential exploratory design. This design is characterized by collection and analysis Qualitative data in the first stage is followed by quantitative data collection and analysis in the second stage phase (Creswell 2014). In the first stage, qualitative data was collected to obtain information related to the stages of implementing the evaluation using CIPP. After qualitative data analysis, quantitative data analysis was carried out on students' microteaching scores using regression, to determine the extent of the influence of the microteaching program in increasing teacher professionalism. This research used an exploratory sequential mixed method. The first stage is a Qualitative analysis explores factors inhibiting doctoral student publication. The subjects of this research were the head of the PGMI IAINU Kebumen study program, the head of the microteaching organizer and 24 students participating in microteaching.

Result

The evaluation of the micriteahing program was carried out using the CIPP (context, input, process & product) model, as follows

1.1. *Context Evaluation in the Implementation of Microteaching*

The results of the context evaluation are the strengths and weaknesses of the institution in implementing the microteaching program. The advantage in question is that this program has become an annual routine agenda so that the system has been well developed. The shortcomings relate to the number of infrastructure facilities which are still not balanced compared to the number of students participating in microteaching.

1.2. *Input Evaluation in the Implementation of Microteaching*

The results of the input evaluation are related to the positive changes that occur in students after participating in the microteaching program. The data shows a significant increase which can be seen from the increase in grades from micriteaching one to five.

1.3. *Process Evaluation in the Implementation of Microteaching*

Process evaluation is intended to provide input to organizers to improve program quality. One of the parties who provided input was students participating in microteaching who provided input regarding improvements to facilities and infrastructure.

1.4. *Product in the Implementation of Microteaching*

Product evaluation aims to determine the extent of the program's success. Based on the data obtained, the microteaching program had a significant influence on increasing teacher professionalism, as evidenced by the increase in student scores which increased from the first practice to the last.

1.5. *The Influence of the Microteaching Program on Increasing the Professionalism of Prospective Teachers*

Regression Results Measuring the Effect of Microteaching on the Professionalism of MI Teacher Candidates

Table 1. Interpretation of Anova Results



ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	547.656	1	547.656	469.222	.000 ^b
	Residual	25.677	22	1.167		
	Total	573.333	23			

a. Dependent Variable: Programmicro

b. Predictors: (Constant), ProfesionalismeGuru

Table 1 shows that the significance value from the Anova analysis shows that the microteaching program has a significant influence on teacher professionalism, which is proven by a significance value of $0.000 < 0.05$.

Table 2. Regression Coefficient Values**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.279	3.879		1.877	.074
	ProfesionalismeGuru	.932	.043	.977	21.662	.000

a. Dependent Variable: Programmicro

Table 2 shows the regression equation which can be written as follows, namely $Y = 7.279 + 0.932$. This proves that the microteaching program has a positive influence on teacher professionalism. To show how big the influence is, it can be seen in table 3.

Table 3. Results of the value of the contribution of the microteaching program to teacher professionalism**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977 ^a	.955	.953	1.080

a. Predictors: (Constant), ProfesionalismeGuru

Table 3 shows the contribution of variable X to Y as seen in the R² value. The results of the analysis show that the influence of the microteaching program on teacher professionalism is 95.5%. Meanwhile, 4.5% of teacher professionalism is influenced by other variables not examined in this research.

Discussion

CIPP is an evaluation model using management-oriented approach (evaluation approach) or referred to as a form of program management evaluation (evaluation in program management) (Owen, 1993). The CIPP evaluation model is based on the view that the most important goal of program evaluation is not to prove (to prove), but to improve (to improve) (Madaus, 1983). Therefore, this model is also categorized as an evaluation approach that is oriented towards program improvement (improvement-oriented evaluation), (Stufflebeam, 1986) or a form of development evaluation (evaluation for development) (Owen, 1993). This means that the CIPP model is applied in order to support organizational development and help the leaders and staff of the organization get and use input systematically to become more capable meet essential needs or, at a minimum, work as best as possible with existing resources (Madaus, 1983).

The CIPP model has four elements that are related to one another. First, context evaluation primarily leads to identification organizational strengths and weaknesses and on providing input to improve the organization (Madaus, 1983). The main goal of context evaluation is to assess the entire state of the organization, identify weaknesses, inventory strengths that can be used to cover weaknesses, diagnose problems faced by the organization, and finding solutions. Evaluation context also aims to assess whether the goals and objectives. The priorities that have been set meet the needs of the parties targeted by the organization. In implementing microteaching activities, from the results of the context evaluation, information is obtained regarding the extent of the study program's ability to implement the program.

Second, special input evaluation is intended to help determine the program to make the necessary changes. From this evaluation, information was obtained on the extent to which microteaching activities were able to provide new knowledge related to learning practices for student teachers, as well as the extent to which students improved the quality of their learning. Evaluate input looking for obstacles and potential available resources. The main goal is to help clients reviewing alternatives relating to organizational needs and organizational goals. In other words, input evaluation serves to help clients avoid innovations that are futile and expected to fail or at least a waste of resources.

Third, process evaluation basically checks implementation predetermined plan. The goal is to provide input for administrators or managers and their staff regarding the suitability between the implementation of the plan and the schedule that has been made previous and efficient use of existing resources. If the plan needs to be modified or developed, process evaluation provides guidance. There are still goals nother thing that is worth paying attention to is assessing periodically how much far the acceptance of the program participants and their success in carrying out their roles; and provide notes complete information about the implementation of the plan and its comparison with its original purpose.

Process evaluation can review organizational plans and previous evaluations to identify aspects important part of the organization that must be monitored. Here it is a must keep in mind is that process evaluation primarily aims to confirm the process. Deviations from plan previously explained. The main function of process evaluation is to provide input that can help organizational staff carry out program according to plan, or perhaps modify it a plan that turned out bad. In turn, evaluate the process be a vital source of information for interpreting the results

product evaluation.

Fourth, product evaluation aims to measure, interpret, and assess program achievements. More specifically, product evaluation aims to assess the success of the program in meeting the needs of program targets. Assessments about the success of this program or organization collected from the people involved individually or collectively, and then analyzed. That is, success or program failures are analyzed from various points of view.

Conclusion

The research results showed that the microteaching program in increasing the professionalism of prospective MI teachers was declared good. There is a significant influence of the microteaching program on the professionalism of prospective MI teachers.

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