An Analisis of Students' Perception of Online Learning in Micro-Teaching Class at English Department UNP

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Abstract

The purpose of this study was to analyze students' perception of online learning in micro-teaching classes at English department of UNP. The sort of study that will use a survey approach to perform quantitative descriptive research. The population in this study were all students of the 2018 English Department UNP entrance year. This study uses a proportional random sampling technique, proportional random sampling is a sampling technique where all members have the same opportunity to be sampled according to their proportions, large or small population. From the slovin formula, it can be seen that 105 students will be sampled in this research by distributing questionnaires using a Likert scale. In addition, the data obtained were described, then a description of the research results was carried out using SPSS and the categorization based on the Mean and Standard Deviation.

INTRODUCTION

During this pandemic, all universities are forced to study from home using online learning. According to Dabbagh and Bannan-Ritland (2005: 15), when viewed from pedagogic, online learning is defined as a learning environment open by utilizing internet networks and web portals to facilitate learning, building knowledge through meaningful learning activities and interactions.

According to Martin (2009), all students at a certain time will experience difficulties, face challenges, pressures, or poor learning outcomes. This is in line with the existing phenomena in the field today, the Covid-19 pandemic makes the learning process not run properly, this can cause difficulties, challenges, or pressure for

students. Also for subjects or material that use online learning, such as micro teaching class taken by 6th-semester students in the English Department UNP, namely the micro-teaching class which should be a practical subject in the class but it becomes online learning.

In practice, micro-teaching is extremely necessary. Micro-teaching should be done face-to-face because it is to train students' teaching skills in the classroom. According to Barnawi and Arifin (2016), micro-teaching is a teaching and learning approach used in teacher education and other environments. Micro-teaching involves a group of aspiring teachers practicing basic teaching skills, engaging in teaching exercises, and having conversations about the issues they encounter. The supervisor supervises the teaching and learning process. Prospective teachers switch roles, some will eventually become teachers, and some will become students. Many teacher education institutions have used this approach. According to Kilic (2010) Micro-teaching is a teacher education approach in which a student teacher teaches his peers "a minimal part" of a topic while teaching abilities are assessed under "tight supervision," allowing for a smooth transition from theory to practice.

Undiyaundeye and Inakwu (2013) explain that Micro-teaching is regarded as one of the most recent "inventions" to change teachers' attitudes through the use of changed artifacts in teacher education programs. According to Aggrawal (2006), Micro-teaching strives to simplify the "complexities" of the teaching method.

Perception can occur when the stimulus is transmitted to the nerve center, namely the brain so that a psychological process will occur and an individual will experience perception. According to Walgito (2009: 99), Perception is preceded by sensing, which is a physical process in which the person accepts a stimulus through its receptor system. Meanwhile, according to Slameto (2010: 102), perception is a process that involves the input of signals or information into the human brain through constant contact with the world through human perception. To find out about perceptions, It is important to undertake a more in-depth investigation of issues that have been seen by someone.

During the COVID-19 pandemic, Rasmitadila et al. (2020) performed research on primary school teachers' perceptions of distant learning. Teachers are found to be dealing with a variety of issues, including instructional approach, teaching media, teaching resources, technological preparedness, students' limited technical aptitude, and poor internet signal or connection.

Many perceptions can be analyzed in online learning situations to see how online learning has an impact on many levels of education, including students, especially students majoring in education because they have to do practical learning such as micro-teaching. The difference between this study and previous research is that this study focuses on student perceptions of online learning in practical courses, namely micro-teaching in the English Department of UNP.

METHOD

This research uses quantitative descriptive research that uses survey methods. The population is students majoring in English education class 2018, and the sample from this study amounted to 105 students. This study uses a data collection technique proportional random sampling technique. In addition, the data obtained were

described, then a description of the research results was carried out using SPSS and the categorization based on the Mean and Standard Deviation.

Table Assessment norms

Number	Interval formula	Category
1	X > (M + 1,5 SD)	Very positve
2	(M + 0,5 SD) < X < (M + 1,5 SD)	Positive
3	(M - 0,5 SD) < X < (M + 0,5 SD)	Middle
4	(M - 1,5 SD) < X < (M - 0,5 SD)	Negative
5	X < (M - 1,5 SD)	Very negative

*Source***: Sudijono (2009: 175)**

Where :

X = Score

M = Count Mean

SD = Standard Deviation Calculate

RESULT AND DISCUSSION

Research Finding (tentative)

This study aims to determine Students' Perception of Online Learning In Micro-Teaching Class At English Department UNP. The data presentation of each indicator is in the form of a frequency distribution where each student assesses according to the actual situation. The results of this study are based on the respondent's entries, totaling 105 students majoring in English in the 2018 entrance year.

Table Descriptive of data

Category	Interval Class	Frequency	(%)
Very positive	$X \geq 97,5$	38	36,19%
Positive	**82,5 < X < 97,5**	**42**	**40%**
Middle	67,5 < X < 82,5	21	20%
Negative	52,5 < X < 67,5	4	3,81%
Very negative	$X \leq 52,5$	0	0%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

Based on statistical calculations, students' perceptions about online micro teaching learning are in the classification score of **82.5 < X < 97.5** indicating a positive category with a percentage of **40%.**

Table Description of Data Indicator Introduction (Understanding of micro-teaching concepts)

Category	Interval class	Frequency	(%)
Very positive	**$X \geq 16,25$**	**52**	**49,52%**
Positive	13,75 < X < 16,25	38	36,19%
Middle	11,25 < X 13,75	11	10,48%
Negative	8,75 < X < 11,25	4	3,81%
Very negative	$X \leq 8,75$	0	0%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

The results of data processing show that respondents' answers about the Introduction (Understanding of micro-teaching concepts) indicator to students majoring in English class 2018 are included in the very positive category with a percentage of **49.52%**.

Table Descriptionof Data Indicator Model presentation and discussion

Category	Interval class	Frequency	(%)
Very positive	X ≥ 13	31	29,52%
Positive	**11 < X < 13**	**37**	**35,24%**
Middle	9 < X < 11	29	27,62%
Very negative	7 < X < 11	8	7,62%
Negative	X ≤ 7	0	0%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

The results of data processing show that respondents' answers about the indicators model presentation and discussion for students majoring in English class 2018 are in the positive category with a percentage of **35.24%**.

Table Description of Data Indicator Planning/preparing for teaching

Category	Interval class	Frequency	(%)
Very positive	X ≥ 19,5	36	34,29%
Positive	**16,5 < X < 19,5**	**42**	**40%**
Middle	13,5 < X < 16,5	19	18,1%
Negative	10,5 < X < 13,5	7	6,67%
Very negative	X ≤ 10,5	1	0,95%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

The results of data processing show that respondents' answers about Planning/preparing for teaching indicators for students majoring in English class 2018 are in the positive category with a percentage of **40%**.

Table Description of data Indicator Teaching practice

Category	Interval class	Frequency	(%)
Very positive	X ≥ 39	35	33,33%
Positive	**33 < X < 39**	**42**	**40%**
Middle	27 < X < 33	23	21,90%
Negative	21 < X < 27	5	4,76%
Very negative	X ≤ 21	0	0%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

The results of data processing show that respondents' answers about Teaching Practice indicators for students majoring in English class 2018 are in the positive category with a percentage of **40%**.

Table Description of Data Indikacor Feedback And Discussion

Category	Interval class	Frequency	(%)
Very positive	**X ≥ 9,75**	**48**	**45,71%**
Positive	8,25 < X < 9,75	35	33,33%
Middle	6,75 < X < 8,25	19	18,10%
Negative	5,25 < X < 6,75	2	1,90%
Very negative	X ≤ 5,25	1	0,95%
Amount		**105**	**100%**

Source: Personal Data Processing (2021)

The results of data processing show that the respondents' answers about the Feedback And Discussion indicators for students majoring in English class 2018 are included in the very positive category with a percentage of **45.71%**.

Discussion

Discussion of research results aims to explain and interpret the results of research with research objectives. Based on the results of the research that has been done, it can be seen that the Students' Perception Of Online Learning In Micro-Teaching Class At English Department UNP, namely:

Based on the results of data processing, it shows that respondents' answers about the Introduction (Understanding of micro-teaching concepts) indicator to students majoring in English class 2018 are in the interval class $X \geq 16,25$ with a frequency of 52 out of a total of 105 respondents, which is included in the very positive category with percentage **49.52%**.

Based on the results of data processing, it shows that the respondents' answers about the model presentation and discussion indicators for students majoring in English class 2018 are in the interval class $11 < X < 13$ with a frequency of 37 out of a total of 105 respondents, which is included in the positive category with a percentage of **35.24%**. The indicators of planning / preparing for teaching to students majoring in English class 2018 are in the interval class $16.5 < X < 19.5$ with a frequency of 42 out of 105 respondents, which is included in the positive category with a percentage **40%**. The indicators for students majoring in English class 2018 are in the interval class $33 < X < 39$ with a frequency of 42 out of a total of 105 respondents, which is included in the positive category with a percentage of **40%**. The indicator feedback and discussion indicators for students majoring in English class 2018 are in the interval class $X \geq 9,75$ with a frequency of 48 out of a total of 105 respondents, which is included in the very positive category with a percentage of **45.71%**.

This result is in line with research from adila et.al (2020) which said that students' perceptions of online learning mathematics obtained a positive response from students with a percentage of 77.2%. It is the same with research conducted by Amelia et.al (2020) which states that students' perceptions of online learning biology get a positive response from students. The positive research findings do not mean that there are no obstacles in the implementation of online learning. These constraints include internet quota which is quite expensive and internet access is difficult.

So it can be concluded that students' perceptions of online learning micro teaching can be understood and passed well by students majoring in English education class 2018. this can be seen by the average achievement of each indicator with a percentage of **40%** can be classified as good category.

CONCLUSION

Based on the results of research and discussions that have been carried out in the previous chapter, it can be concluded that students' perceptions of online learning in micro teaching classes can be explained as follows:

1. Based on statistical calculations, students' perceptions of online learning in micro teaching classes are in the classification score of 82,5<X<97,5 indicating a positive category with a percentage of **40%**.
2. The results of respondents' achievements on the Introduction (Understanding of micro-teaching concepts) indicator for students majoring in English class 2018 is **49.52%**, this means that the Introduction (Understanding of micro-teaching concepts) indicator is in the very positive category.
3. The results of respondents' achievements on the model presentation and discussion indicator for students majoring in English class 2018 are **35.24%**, this means that the presentation and discussion model indicators are in the positive category.
4. The results of respondents' achievements on the planning / preparing for teaching indicator for students majoring in English class 2018 is **40%**, this means that the planning / preparing for teaching indicator is in the positive category.
5. The results of respondents' achievements on the teaching practice indicator for students majoring in English class 2018 is **40%**, this means that the teaching practice indicator is in the positive category.
6. The results of respondents' achievements on the feedback and discussion indicator for students majoring in English class 2018 is 45.71%, this means that the feedback and discussion indicator is in the very positive category.

It can be concluded that students' perceptions of online micro teaching learning are going well for students so that students can continue to carry out micro teaching learning well even though they are online.

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