

EXPLORING ENGLISH EDUCATION STUDY PROGRAM (EESP) AWCU STUDENTS' PERCEPTIONS OF MICROTEACHING PRACTICES AND THEIR CONTRIBUTION TO PEDAGOGICAL KNOWLEDGE

ABSTRACT

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This study explored English Education Study Program (EESP) students' perceptions of micro-teaching practices and their contribution to pedagogical knowledge at Artha Wacana Christian University (AWCU). The objectives were (1) to explore EESP students' perceptions of micro-teaching practices viewed from their pedagogical knowledge and (2) to examine how EESP students perceived the contribution of micro-teaching practices to their pedagogical knowledge. This study employed a mixed-method design involving 41 EESP students. Data were collected through a five-point Likert-scale questionnaire and open-ended questions. Quantitative data were analyzed using descriptive statistics (mean scores), while qualitative data were analyzed through data reduction, data display, and conclusion drawing. The findings showed that students generally perceived micro-teaching as contributing to the development of their pedagogical knowledge. Reflection and Feedback ($M = 3.49$) and Lesson Planning ($M = 3.46$) received the highest mean scores, while the overall mean score ($M = 3.28$) indicated a **moderate level of perception**. This suggests that students recognized the contribution of micro-teaching to developing pedagogical knowledge, although they also acknowledged its limitations in fully preparing them for authentic classroom teaching. Qualitative findings supported these results by showing that repeated teaching practice, feedback, and reflection improved students' confidence, lesson-planning skills, and pedagogical awareness. Overall, the study concludes that micro-teaching is a valuable component of teacher education; however, authentic classroom experiences remain essential for further developing prospective teachers' pedagogical knowledge.

Keywords: micro-teaching, pedagogical knowledge, students' perception, reflective practice, teacher education

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ABSTRAK

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Penelitian ini mengeksplorasi persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris (EESP) mengenai praktik micro-teaching dan kontribusinya terhadap pengetahuan pedagogis di Universitas Kristen Artha Wacana (UKAW). Tujuannya adalah (1) untuk mengeksplorasi persepsi mahasiswa EESP mengenai praktik micro-teaching ditinjau dari pengetahuan pedagogis mereka dan (2) untuk mengkaji bagaimana mahasiswa EESP memandang kontribusi praktik micro-teaching terhadap pengetahuan pedagogis mereka. Penelitian ini menggunakan desain metode campuran yang melibatkan 41 mahasiswa EESP. Data dikumpulkan melalui kuesioner dengan skala Likert lima poin dan pertanyaan terbuka. Data kuantitatif dianalisis menggunakan statistik deskriptif (skor rata-rata), sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa mahasiswa pada umumnya memandang micro-teaching berkontribusi terhadap pengembangan pengetahuan pedagogis mereka. Aspek Refleksi dan Umpan Balik ($M = 3,49$) serta Perencanaan Pembelajaran ($M = 3,46$) memperoleh skor rata-rata tertinggi, sementara skor rata-rata keseluruhan ($M = 3,28$) menunjukkan tingkat persepsi yang moderat. Hal ini mengindikasikan bahwa mahasiswa mengakui kontribusi micro-teaching dalam mengembangkan pengetahuan pedagogis, meskipun mereka juga menyadari keterbatasannya dalam mempersiapkan mereka sepenuhnya untuk praktik mengajar yang sesungguhnya di kelas. Temuan kualitatif mendukung hasil tersebut dengan menunjukkan bahwa praktik mengajar yang berulang, umpan balik, dan refleksi meningkatkan kepercayaan diri, keterampilan perencanaan pembelajaran, dan kesadaran pedagogis mahasiswa. Secara keseluruhan, penelitian ini menyimpulkan bahwa micro-teaching merupakan komponen berharga dalam pendidikan guru; namun, pengalaman mengajar yang sesungguhnya di kelas tetap penting untuk pengembangan lebih lanjut pengetahuan pedagogis calon guru.

Kata kunci: micro-teaching, pengetahuan pedagogis, persepsi mahasiswa, praktik reflektif, pendidikan guru.