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THE EFFECTIVENESS OF INTEGRATED MICROTEACHING LESSON STUDY LECTURES USING THE EVALUATION OF CIPP MODELS

Miftahul Jannah[1]
[1]Institut Agama Islam Negeri Sorong, West Papua, Indonesia

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Abstract
This study aims to determine the effectiveness of microteaching integrated lesson study using the CIPP model evaluation (context, input, process, product) which was developed by Daniel Stufflebeam to students of PGMI IAIN Sorong. The method in this study uses a quantitative descriptive approach with a population of all students of PGMI semester VI (six) class of 2019. This sampling uses a saturated sampling technique, where all members are used as a sample population of 27 people. Data were collected by distributing Likert scale questionnaires to respondents. The results showed that the effectiveness of the implementation of integrated microteaching lesson study in all CIPP models was in the very effective category, where for the context model (83%), input (86%), process (89%), and product (88%). This explains that the implementation of microteaching integrated lesson study lectures by students is very effective based on the results of the CIPP model evaluation.

Corresponding Author:
Miftahul Jannah
Institut Agama Islam Negeri Sorong, West Papua, Indonesia
Address: Tim., Bar, Klablim, Distrik Sorong Timur, Kota Sorong, Papua Bar. 98414
miftahul.jannah01@gmail.com

INTRODUCTION

The quality of education in Indonesia will improve if the quality of teachers is also further improved. Educators or what are often called teachers are figures who should have a lot of knowledge, and are able to practice their knowledge seriously in the learning process to have a broad meaning and always try to make their students have a better life. Being a teacher not only has formal teaching qualifications obtained through the level of education in higher education, but the most important thing is those who have certain scientific

competencies and can make others good at the affective, cognitive and psychomotor realms, (Arianti, 2019). Therefore, it is necessary to make preparations from an early age to support teacher competence in teaching.

One of the teacher preparation processes is by honing the abilities of prospective teacher students through lectures in higher education, (Dirgantoro, 2019). However, prospective teacher students in preparing to improve the quality of teachers are still lacking starting from the criteria for opening learning, teaching methods, understanding concepts, learning media, classroom management, speaking skills, and closing learning. If this happens, then the learning process will not succeed successfully.

Referring to problems that often occur related to the preparation of teaching skills, a lesson study learning process was developed in the implementation of microteaching lectures as an effort to improve student teaching readiness. Lesson study is a process of systematically developing teacher professional competencies that aims to make the learning process better and more effective. By doing three important stages in the lesson study, namely Plan, Do and See in microteaching lectures, students will have good readiness to become teachers in schools, especially Madrasah Ibtidaiyah, (Afifi, Rabiudin and Komayanti, 2022).

Microteaching activities for Elementary School Teacher Education students are good, but there are three criteria that still need to be improved, namely in terms of the ability to open lessons, classroom management, and close lessons, (Prasetya, 2017). Not only the ability to open lessons, classroom management, and close learning but also improvements and improvements from the first meeting to the fifth meeting. Around 70% there is an increase in each individual in making a Learning Implementation Plan (RPP) and a good and correct syllabus, (Dirgantoro, 2021). Thus, it is necessary to conduct research on the evaluation of the microteaching program, so that it will be possible to find out the achievement of program objectives and shortcomings or weaknesses seen from various aspects.

This study used the CIPP (Context, Input, Process and Product) program evaluation model. The concept of CIPP (Context, Input, Process and Product) model evaluation was compiled by Stufflebeam, (Bhakti, 2017); (Darojad, 2015). In the field of education, Stufflebean classifies the education system with four dimensions, namely Context, Input, Process and Product, so the evaluation model is named CIPP which stands for the four dimensions. first Context (evaluation of context) assesses priorities and objectives and then compared to available opportunities, problems, and needs, Second Input (evaluation of input) assesses the budget and implementation and then compares with the target objectives, Third, Process (evaluation of process) assesses the effectiveness of a program, and Fourth Product (evaluation of results) assesses the success of a program by comparing effects and results with targets.

In addition, based on interviews with the coordinator of the PGMI study program and lecturers who teach microteaching courses, there has never been

an evaluation of the implementation of microteaching lectures that are integrated with lesson studies. Therefore, it becomes interesting to study and evaluate more deeply related to the Effectiveness of Integrated Microteaching Lesson Study Lectures Using CIPP Model Evaluation in PGMI IAIN Sorong Students

METHOD

The type of research that researchers use is a type of survey research that is used to collect information and the purpose of survey research is to describe the characteristics of the population. With a type of descriptive research to determine the value of independent variables, either one or more variables (independent) without making comparisons or linking with other variables, the time used in this study for two months starts from June 01 to July 18, 2022 and the location of this study is carried out at the Tarbiyah Faculty of IAIN Sorong, Jl. Sorong-Klamono, km.17, Klabim, Sorong, West Papua.

The approach used by this researcher is a quantitative approach with a descriptive type. Because researchers want to know the evaluation of integrated microteaching lesson study lectures in Madrasah Ibtidaiyah Teacher Education (PGMI) students. Descriptive research is to make a systematic, factual and accurate descriptive, depictive, or painting of the facts, properties and relationships between the phenomena investigated.

The population in this study was all students of Madrasah Ibtidaiyah Teacher Education (PGMI) semester VI class of 2019 who were taking microteaching courses at the IAIN Sorong campus totaling 27 students. The sampling in this study was carried out using a saturated sampling technique. According to (Arikunto, 2010) saturated sampling is carried out when the subject is less than 100. Because the number of Ibtidaiyah Madrasah Teacher Education students in this study amounted to 27 students, the entire population was sampled.

The data collection techniques that will be used in this study are observation, questionnaires (questionnaires), and documentation. The data collection questionnaire in this study was obtained using primary sources that can be taken through direct sources from the research object in the form of questionnaires (questionnaires). The documentation in this study takes an overview or object in the research, namely in the form of photo archives, RPP, student attendance and learning media that will be used by Ibtidaiyah Madrasah Teacher Education students who will carry out microteaching.

RESULTS

Respondents' responses to each component of the evaluation of this study were made in the form of frequency distribution. The description of each research component is as follows:

Evaluation of integrated microteaching lesson study lectures using the Context component.

In the implementation of integrated microteaching lesson study using the context component, it displays an overview of respondents' answers to the questions contained in the questionnaire. The respondents' answers to each research indicator are as follows:

Table 1. Context component

Indicators	Average	Percentage	Category
Learning environment conditions	0,84	84%	Highly Effective
Needs and characteristics Learners	0,80	80%	Highly Effective
Average	0,83	83%	Highly Effective

Based on the table 1, it can be seen that the conditions of the learning environment used in the *integrated microteaching* lesson *study* lecture indicators are in the very effective category with a percentage of 84%. For indicators of the needs and characteristics of learners are in the category of highly effective with a percentage of 80%. Based on these data, the average value of the *context* component was obtained at 83% with a very effective category. So, it can be concluded that in the evaluation of *integrated microteaching* lesson *study* lectures with *context* components are in the very effective category.

Evaluation of *integrated microteaching lesson study* lectures using the Input component

In the implementation of *integrated microteaching lesson study* using the *input* component, it displays an overview of respondents' answers to the questions contained in the questionnaire. The respondents' answers to each research indicator are as follows:

Table 2. Input Components

Indicators	Average	Percentage	Category
Learning resources (LKS)	0,82	82%	Highly Effective
Supporting facilities and infrastructure learning (whiteboard, LCD projector)	0,88	88%	Highly Effective
Learning strategies to be used	0,85	85%	Highly Effective
Average	0,86	86%	Highly Effective

Based on the table 2 for the learning resource indicator (LKS) is in the very effective category with a percentage result of 82%. For indicators of

learning support facilities and infrastructure (whiteboard, LCD projector) is in the very effective category with a percentage result of 88%. For the learning strategy indicators to be used are in the very effective category with a percentage result of 85%. Based on these data, the average value of *the input* component was obtained by 86% with a very effective category. So, it can be concluded that in the evaluation of integrated *microteaching* lesson *study* lectures with *input* components are in the very effective category.

Evaluation of integrated microteaching lesson study lectures using process components.

In the *implementation* of integrated microteaching lesson study using the process component, it displays an overview of respondents' answers to the questions contained in the questionnaire. The respondents' answers to each research indicator are as follows:

Table 3. Process Components

Indicators	Average	Percentage	Category
Students (model teachers) practice teaching with the suitability of the plan with the implementation.	0,91	91%	Highly Effective
Students (model teachers) on time in carrying out learning activities	0,91	91%	Highly Effective
Students (model teachers) are able to improve the thinking ability of model students through material that has been Delivered	0,86	86%	Highly Effective
Students (model teachers) deliver material with simple and easy-to-understand language	0,90	90%	Highly Effective
Teaching and learning activities take place: Activeness, cooperation, honesty, creativity, confidence	0,86	86%	Highly Effective
Average	0,89	89%	Highly Effective

Based on the table 3 for indicators of students conducting teaching practice with the suitability of the plan with the implementation is in the very effective category with a percentage result of 91%. For indicators of timely students in carrying out activities carrying out learning activities are in the very effective category with a percentage result of 91%. For indicators, students are able to improve the thinking ability of students through the learning materials that have been delivered in the very effective category with a percentage result of 86%. For indicators students deliver learning materials in simple and easy-to-understand language is in the very effective category with a percentage result

of 90%. For indicators of teaching and learning activities, activeness, cooperation, honesty, creativity, self-confidence, critical are in the very effective category with a percentage yield of 86%. Based on these data, the average value of *the input* component was obtained by 89% with a very effective category. So, it can be concluded that in the evaluation of integrated *microteaching* lesson *study* lectures with *input* components are in the very effective category.

Evaluation of integrated microteaching lesson study lectures using the Input component.

In the implementation of integrated microteaching lesson study using the input component, it displays an overview of respondents' answers to the questions contained in the questionnaire. The respondents' answers to each research indicator are as follows:

Table 4. *Product* Components

Indicators	Average	Percentage	Category
Student learning outcomes in the classroom	0,88	88%	Highly Effective
Average	0,88	88%	Highly Effective

Based on the table 4 for indicators of student learning outcomes in the classroom is in the very effective category with a percentage result of 88%. Based on these data, the average value of *product* components was obtained at 88% with a very effective category. So, it can be concluded that in the evaluation of integrated *microteaching* lesson *study* lectures with *product* components are in the very effective category.

Based on the explanation of the results of the study above, it can be concluded that the average of each CIPP model evaluation indicator with a percentage of 81-100% is in the very effective category. The results of the average in each research indicator can be seen from the following figure:

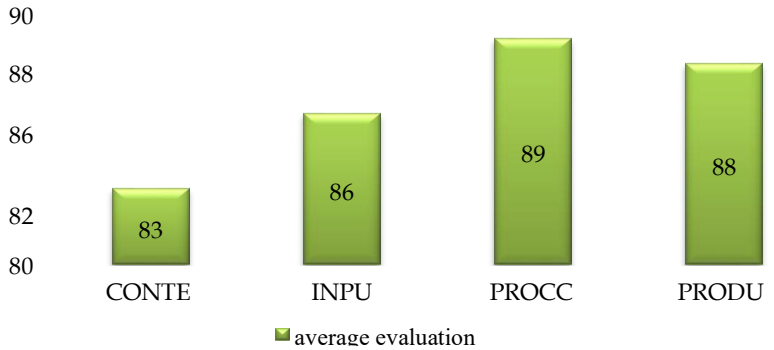

Figure 5. Average of the evaluation components of the CIPP model

The results of the analysis of figure 5 evaluation of integrated *microteaching* lesson *study* lectures using the CIPP model show that the *context* indicator is at the lowest level among *input, process, product* indicators with a percentage of 83%. While the highest level is in the *process* component with a percentage of 89%.

DISCUSSION

The effectiveness of the implementation of integrated microteaching lesson study lectures is seen from the context component in the CIPP model

The results of the previous analysis showed that the effectiveness of integrated microteaching lesson study lectures using the context component was in the very effective category. The context component in this study has two indicators. First, indicators on the conditions of the learning environment used in the practice of integrated microteaching lesson study lectures obtained a very effective category with a percentage of 84% this shows that in the conditions of an effective and pleasant classroom environment, making students active and enthusiastic in the learning process. Effective and pleasant classroom environment conditions will create a conducive atmosphere that avoids students from boredom, boredom and psychic fatigue and on the other hand of a conducive class will be able to foster motivational interest and learning endurance, (Syaifurahman and Tri Ujiati, 2013). Secondly, indicators of student needs and characteristics are obtained with a very effective category with a percentage of 80% which indicates that the needs and characteristics of students are highly expected by teachers because the teacher has been able to know the social skills and absorption that each student has. This is in line with the results of the study (Christi, 2020) which revealed that the needs and characteristics of students which include social skills and student absorption have a percentage of 77.564% which is categorized as good.

From the studies that have been carried out by researchers, it can be concluded that the conditions of the learning environment and the needs and characteristics of students which include social skills and student absorption in the evaluation of integrated microteaching lesson study lectures have a good improvement.

The effectiveness of the implementation of integrated microteaching lesson study lectures is seen from the input components in the CIPP model

The results of the analysis show that the effectiveness of integrated microteaching lesson study lectures using input components is in the very effective category. The input component in this study has three indicators. First, learning resources in the form of LKS with a very effective category with a percentage of 82%. This is also in line with the results of the study (Simatupang, and Aryeni, 2018) where in the results of the research learning resources in

microteaching practice have good results by obtaining a percentage of 87.5%.35 Second, indicators of learning support facilities and infrastructure in the form of whiteboards and LCD projectors with a very effective category with a percentage of 88%. This is also in line with the responses of respondents who on average agree with the learning support facilities and infrastructure in the form of whiteboards and LCD projectors. The three learning strategies that students will use when learning practices are obtained in the very effective category with a percentage of 85%. This is in line with the responses of respondents who on average stated they used learning strategies when practicing microteaching.

The results of the research of the input components of each average indicator are in the very high category. This is in line with research conducted with (Istiningsih, Astria, et al, 2020) which revealed that learning tools that have focused on formulating learning indicators and objectives are very in accordance with the level of development of students, and very effective infrastructure to support the process of microteaching practice.

The effectiveness of the implementation of integrated microteaching lesson study lectures is seen from the process components in the CIPP model

The results of the analysis show that the effectiveness of integrated microteaching lesson study lectures using the process component is in the very effective category. The process component in this study has five indicators. First, students carry out teaching practices with the suitability of the plan with the implementation obtained with a very effective category with a percentage of 91%. From the results of the questionnaire, the average answers from respondents of model teacher students carried out teaching practices with the suitability of the plan that had been prepared in the RPP with the implementation. Second, the model teacher students are punctual in carrying out learning activities obtained from the very effective category with a percentage of 91%. This is in line with the results of the study, (Dirgantoro, 2021) which revealed that model teacher students are given time to practice microteaching in accordance with the learning tools that have been made and make the best use of the time that has been given so that the learning tools that have been compiled can run smoothly and well. Third, model teacher students are able to improve the thinking ability of students through the learning materials that have been delivered obtained from the very effective category with a percentage of 86%. This is in line with the respondent's response stating that after the learning activity is over, the teacher provides learning evaluations such as giving questions orally or in writing about the material that has been submitted by the model teacher students. In addition, this is also in line with (Sttufflebeam 1985) which states that evaluation is a part that must be present in the implementation of learning activities to ensure that the objectives are in accordance with the standards. Fourth, students deliver learning materials in simple and easy-to-understand language obtained from the very effective category with a percentage of 90%. This is in line with the responses of respondents from the questionnaire provided stating that the model teacher

students delivered the learning material in simple language and was easy to understand by the model students. Fifth, when teaching and learning activities take place activeness, cooperation, honesty, creativeness respects opinions, responsibility, confidence, and criticality are obtained from the very effective category with a percentage of 86%. This is in line with research conducted by (Rasmawan, 2021) which revealed that during microteaching learning practice activities taking place in the classroom, it can foster critical thinking, creative, cooperative, responsible and confident skills.

The results of the research in the process component of each average in the category are very high. In line with research conducted by Ade Kurniawan & Masjudin which stated that the abilities possessed by model teacher students in applying basic teaching skills are very good. In addition, each cycle of basic teaching skills scores of prospective teachers is in the category of highly effective, (Kurniawan and Masjudin, 2017).

The effectiveness of the implementation of integrated microteaching lesson study lectures is seen from the product components in the CIPP model

The results of the analysis show that the effectiveness of integrated microteaching lesson study lectures using product components is in the very effective category. The product component in this study has one indicator. First, student learning outcomes in the classroom were obtained in the highly effective category with a percentage of 88%. This is in line with the responses of respondents from the questionnaire provided stating that the learning outcomes of students in the classroom are tests at the end of learning by providing questions that will be done by model students. The results of the research in the average product component of each category are very effective. In this case, in line with Rahmat Rasmawan's research, it is stated that the assessment of student learning outcomes by providing questions and providing questions to find out how far the understanding that model students have of the learning that has been learned, (Rahmat Rasmawan, 2021); (Yudiawan, 2020).

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