

A STUDY ON THE EVALUATION OF TEACHING PRACTICE PROGRAM AT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF TRIDINANTI PALEMBANG

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Abstract: The objectives of this study were to investigate the influence of micro teaching subject on the students' readiness in joining teaching practice program, students' preparation, the role of the teacher-mentor and lecturer-supervisor and the obstacles students found during the teaching practice program. Descriptive qualitative research was applied as the research method. The population and the sample were all the seventh students, taking teaching practice program in the academic year of 2016/2017. It also included the teacher-mentor, the lecturer-supervisor and the lecturers teaching micro teaching subject. The data were collected using questionnaire and documentatio; the data were analyzed and interpreted by categorizing them on the basis of the research problem formulated in this research. The finding revealed that micro teaching had a significant influence in preparing students for teaching practice program. The students took micro teaching class in order to prepare themselves before doing PPL. During teaching practice program, both teacher-mentor and lecturer-supervisor had a significant role in teaching practice program. Problems faced by teacher-students during PPL were managing the class and making students to be discipline and cooperative, preparing and determining appropriate teaching material and teaching media, fulfilling teaching portion, making instrument for assessment and also making report. From the documentation, it can be concluded that all teacher-students made their lesson plan before teaching on the basis of the 2013 curriculum with some different formats.

Keywords: *teaching practice, student-teacher, teacher-mentor, obstacles*

Teaching practice program is a curricular activity that must be done by the teacher--student as a training to implement the concept of teaching into practice. The objective of doing teaching practice program is to create students to be professional educator whose competence is in accordance with educational principal which covers padagogic, personality, professional and social competences. These competences are formulated on UU Guru dan Dosen No. 14 in 2005.

The discussion about teaching practice is definitely related to Micro teaching which is also familiar with the term teaching practice 1. It is an important subject to teach in order to prepare students before doing teaching practice program. Micro teaching is initiated to build competence on the basis of the government decision No. 19 in 2005 about National Education Standard which states that teachers have to have competences as mentioned above.

Teaching practice program is a system, it is not only determined by the role of the micro teaching but also by another factors which give influence on the students ability in conducting it such as teacher-mentor and lecturer-supervisor. They give

much contribution in developing students' ability in order to do the teaching practice.

Akalin (2003) in Kilic (2010) said that micro teaching is a technique in teacher education that is used in which a teacher candidate teaches a small portion of a lesson to a small group of his classmates and teaching competencies are carried out under strict supervision. After teaching a small group, beginning to teach a whole class and teaching a whole lesson are techniques that improve teacher education. Further, micro teaching shares some benefits in helping teachers acquire the new roles and the changes based on recent developments (Baytekin, (2004) in Kilic (2010). It is effective to develop, share certain teaching skills and get rid of the mistakes. It also allows for understanding important behaviors in classroom teaching and increases the teacher candidates' self-confidence. For both pre-service and experienced teachers, it provides an extensive application domain. It also enables the development of teaching competency models and involves immediate feedback (Ananthkrishnan, 1993).

Another two influencing factors in doing teaching practice program were the role of both teacher-mentor

and lecturer-supervisor. Sutopo (2011) mentioned that the role of the teacher-mentor covers students monitoring activity during teaching practice program, supervising and guiding students, and doing assessment. Their tasks during teaching practice program are as follow: 1). Giving explanation to students on the syllabus and their responsibilities, 2). Giving them learning model when students do the observation, 3). Giving them teaching practice assignment, 4). Guiding, examining, observing, evaluating students lesson plan starting from competence formulation, material selection, method/strategy selection, and media used in the learning process, 5). Monitoring and evaluating them, and 6). Guiding their report. By doing his role, teacher-mentor enables teacher-students to improve their performance in order to achieve the target.

Meanwhile, on the basis of the guideline in doing teaching practice program at Faculty of cultural science, University of Brawijaya (2016), the tasks of lecturer-supervisor are as follow: 1). In the training session, they help students prepare learning administration, and assess students ability in making lesson plan and other learning

administration, 2). During teaching practice program, they take students to school and pick them back at the end of the program, 3). They evaluate the administration of teaching practice program and 4). They accomodate and give solutions on the problems appeared during the program, 5). They explain the monitoring format, its types and how to do assessment, and 6). They evaluate the administration of teaching practice program by using the monitoring and assessment result from teacher-mentor and teaching practice report.

During the implementation of teaching practice program at Faculty of Teacher Training and Education University of Tridianti so far, the fact that the credit hour which is allocated only 1 credit hour to the micro teaching subject became one of the reasons for the researcher to conduct a study on the evaluation of teaching practice to the seventh semester students in the academic year of 2016/2017. Moreover, the insufficient subjects concerning pedadogic competence like *pengantar pendidikan, belajar dan pembelajaran* and *profesi kependidikan* was the second reason for the researcher to conduct this study. Then, the length of the time for conducting teaching practice

program which was only for 1 and a half month was relatively shorter than normally and problems students faced in making lesson on the the basis of 2013 curriculum was also the reason to do a reasearch entitled a study on the evaluation of PPL program at faculty of teacher training and education university of Tridinanti.

According to Dasmo dan Sumaryati (2014), the success of teaching practice program is also influenced by the role of lecturer-supervisor. Lecturer-supervisor is a lecturer who is appointed to guide and supervise teacher-students during teaching practice program. He/she must be the one who knows well about the planning and the administration of teaching practice program itself. On the basis of the above discussion, the role of micro tecahing, teacher-mentor and the lecturer-supervisor in the administration of teaching practice program is very significant. They have even more complex duty. Therefore, the researcher was interested to investigate a study on the evaluation of teaching practice program at faculty of teacher training and education university of Tridinanti Palembang.

METHODOLOGY

The objective of this study was to investigate the influence of micro teaching subject towards the students' readiness in joining teaching practice program, students' preparation in doing teaching practice program, the role of the teacher-mentor and lecturer-supervisor during the teaching practice program and the obstacles students find during the teaching practice program.

Descriptive qualitative was used in this study. Leedy and Ormrod (2001) stated that that in every case, descriptive research examines a situation as it is. It does not involve changing or modifying the situation under investigation, nor is it intended to detect cause-and-effect relationships. Further, Djajasudarma (2006) mentioned that descriptive method is a method which is initiated to make systematic, factual and accurate description of data, characteristics and the relationship of the phenomena being investigated. In line with the previous ideas, Moleong (2007) claimed that qualittative research is initiated to describe as it is. It involves the process of describing, note-taking, analyzing and interpeting condition.

The population of this research involved all students from both English education study program and

bahasa Indonesia education study program conducting teaching practice in the academic year of 2016/2017 at faculty of teacher training and education University of Tridianti Palembang. The samples in this research were chosen using purposive sampling. They were 66 students from both study program conducting teaching practice, 30 teacher-mentors (from five different schools; *SMA 11, MAN II, SMA Ethika, SMA Arinda and SMA Nurul Iman*), 5 lecture-supervisors (*DPL*), 2 and lecturers teaching micro teaching. The instruments were: (1). Questionnaire which was used in order to answer the research questions, the researcher distributed questionnaire to all the samples mentioned above. The items were made in a form of open ended questions in order that the respondents could give more information, and (2). Documentation, the researcher used lesson plan as one of the the instruments in evaluating teaching practice program. In this qualitative research, the obtained data were classified based on the research problems formulated. The data obtained form questionnaire, and documentation were analyzed and interpreted to answer the research questions.

FINDINGS

How did micro teaching influence students' preparation in doing PPL?

It was found that all students mentioned that micro teaching helped them in preparing themselves for teaching practice especially in classroom management. Micro teaching not only taught them theoretically but also simulated teaching practice. It was also used as the guideline before going to school. Students' perception was in line with lecturer's teaching micro teaching perception who stated that micro teaching prepares students before they do teaching practice program which later would give them teaching experience. In line with perception on micro teaching, lecturers' teaching micro teaching mentioned that their main task as lecturers was to introduce teaching concepts and basic teaching, after that giving them the chance to do teaching practice. Lecturers taught micro teaching on the basis of the syllabus made with the material covering the objectives of micro teaching, basic teaching competence, learning model, assessment, teaching media, lesson plan, peer teaching and micro teaching, and individual teaching practice. It means that from the statement given by students and

lecturers, it was found that micro teaching had a significant influence in preparing students for teaching practice program.

Lecturers mentioned that they did not discuss about curriculum specifically with the assumption that students had got certain subject in which curriculum was discussed in it, they just explained about the lesson plan format. One of the lecturers claimed that she just explained about KTSP curriculum focusing on its component and function. Technically, during micro teaching class lecturers became: 1. facilitator to run peer teaching and micro teaching, 2. observer during students' teaching practice in class and, 3. supervisor in assessing students performance.

The aspects that the lecturers measure in teaching practice activity were aspects on the basis of basic teaching competence, such as: opening and closing the lesson skill, explaining skill, giving reinforcement skill, asking skill, using variation skill, and classroom management skill. Then, in measuring lesson plan the aspect that were measured were: learning material, learning method, learning strategy, and assessment. Further, the appropriateness of indicator formulation and worksheet with

learning objectives and steps in conducting learning process with learning methods were also some other aspects. Some weaknesses lecturers' found during micro teaching class were the lack of mastery on the teaching material that the students would like to teach on teaching practice, uncondusive classroom which was too small, and also unsupportive facilities.

How did students prepare themselves in doing PPL?

Dealing with the preparation, 66 or all students mentioned that they took micro teaching class in order to prepare themselves before doing PPL. In micro teaching, students learnt about: 1. Criteria of competent teachers and eight basic skills in teaching 2. Administration preparation including syllabus and lesson plan design, 3. Teaching methods and techniques, teaching material preparation, and classroom management, media selection and evaluation. 60 of them claimed that the time allocation and number of the meeting were sufficient enough. 6 students said that time allocated to each meeting was not sufficient, it should be more than 1 credit hour or more than 50 minutes (1 credit hour equals 50 minutes). From 66 students, 5 of them claimed that the

subjects concerning pedagogic knowledge were not sufficient enough to give them good comprehension on how to educate. They said that the pedagogic subjects were needed to add for improvement. Out of micro teaching subject, students did the following in terms of preparation: 1. doing internet browsing for material mastery, 2. Reviewing material before teaching, 3. Learning grammar to avoid mistakes, 4. Finding interesting teaching media, 5. Comprehending syllabus and book used, 6. Sharing with friends and lecturers for better understanding in designing assessment for students.

What were the role of teacher-mentor and lecturer-supervisor during PPL?

As teacher-mentor, their role were guiding students to understand teacher task both inside and outside classroom, guiding students in preparing learning administration before teaching, giving suggestion on material references and classroom management, sharing experience and motivating them. They claimed that their role influenced much to succeed the teaching practice program due to most of the students were still inexperience in teaching and managing classroom. Through

teaching practice program, students were taught about teaching and learning process which trained them to be better. In general, most of teacher-student needed guidance in making learning administration, classroom management, teaching ,assessing and learning mastery. 7 from 30 teacher-mentors stated that the success of teaching practice program was determined by student themselves, teacher-mentor were just facilitators. During the program, teacher-mentor gave advice and suggestion on the things related to the teaching and learning process such as making schedule, lesson plan, year-program, semester program, and evaluating the running of teaching practice program itself including examining the learning administration, teaching material and teaching technique used.

Some problems that were faced by students during teaching practice program were lack of understanding in preparing learning administration especially making lesson plan which was based on the curriculum, a minim teaching material mastery and classroom management, lack of understanding in choosing learning method related to theme, lack of understanding in using teaching media, lack of understanding interaction with students and lack of

variation in using material. When referring to the students ability during the program, teacher-mentor suggested to provide a handbook which discusses about how to manage classroom and also discusses about how to develop teaching material to create an interesting classroom.

On the other hand, lecturer-supervisor mentioned that their main task during teaching practice program were guiding students in recognizing and doing their duty as teacher-student, doing administrative and extracurricular activity. In other words, they became motivator, guide, advisor, supervisor, and assessor. They admitted that had a big role to succeed the program. Lecturer-supervisor accomodated problems faced by students and gave suggestion including how to make lesson plan. Dealing with lesson plan, some other mentioned that they suggested them to consult with the teacher-mentor for better understanding.

During the program, they trained the students' to be discipline, created good atmosphere to encourage students' creativity in teaching and encouraged them to have good relationship with teachers and students at school. Further, they also took and picked the students,

communicated with teachers about students' progress in doing their activities, examined students' attendance and participation by doing regular visitation, gave suggestion on the teaching practice, attended their teaching performance examination, and guided and examined their individual and group report. Things that became problems during teaching practice found by lecturer-supervisor were the difficulty in determining teaching media and assessment procedures. Some other problems were the lack of teaching skill, nervousness in teaching, and a difficulty to do coordination as teamwork within the group.

The following were weaknesses in teaching practice found by lecturer-supervisor: 1. The length of the time for teaching practice was too short, ideally it is done for 2 months, 2. Students' knowledge about 2013 curriculum was still insufficient in order that they could make lesson plan on the basis of the curriculum. According to lecturer-supervisor, a handbook needed for students dealing with their ability was the one that discusses the new curriculum and answers the problems they faced during the teaching practice.

Finding Based on Documentation

After examining students' individual report, it was found that teacher-student made lesson plan for the materials they taught during teaching practice program. Eventhough they admitted that during micro teaching class they were exposed much to the lesson plan with KTSP curriculum, on their report they were able to make lesson plan on the basis of the 2013 curriculum. as it was found from the questionnaire that during teaching practice program they consulted with teacher-mentor on how to make learning administration including lesson plan. Therefore, it is obvious that teacher-mentor had contributed on developing students' skill in making learning administration. Unfortunantely, from lesson plans made by students on their individual report, it was also found teacher-mentor used different format in making lesson plan eventhough they came from the same school and all used 2013 curriculum. It means that the school had not decided yet on the fixed format to use in making lesson plan.

Interpretations

On the basis of the finding from the questionnaire, it was found that both students and lecturers of micro

teaching claimed that micro teaching had a significant influence in preparing students for teaching practice program. It did not only give them theoretical knowledge on how to teach and become good teachers but also give the chance to practice their teaching performance. Lecturers taught micro teaching on the basis of the syllabus made with the material covering the objectives of micro teaching, basic teaching competence, learning model, assessment, teaching media, lesson plan, peer teaching and micro teaching, and individual teacing practice. In practice, during micro teaching class lecturers facilitated the running of peer teaching and micro teaching, observed students' teaching praticite in class and assessed students performance.

In assessing students' teaching performance, lecturers measured some aspects, such as: opening and closing the lesson skill, explaining skill, giving reinforcement skill, asking skill, using variation skill, and classroom management skill. Then, in measuring lesson plan the aspect that were measured were: learning material, learning method, learning strategy, type of assessment used, and also the appropriateness of indicator formulation and worksheet

with learning objectives and steps in conducting learning process with learning methods were also some other aspects.

From the above findings, It was obvious that micro teaching had an influencing role in preparing students to do teaching practice at schools as it is stated by Sisman & Acat (2003) in Kilic (2010) stated that due to the fact that teaching is a profession that requires specialized knowledge and skills, teacher candidates should possess certain competencies in order to perform their jobs. To acquire these competencies, special training should be given to teachers before starting their profession. Teachers should possess adequate competencies to perform their duties in order that they can guide the youth and become a factor in shaping the future. Further, Sukirman (2012) said that micro teaching is initiated to train basic competence for both preservice and inservice teacher to improve professionalism. In micro teaching teacher candidates can display their skills in planning, revising their teaching goals and output, selecting content, and preparing lesson materials (Higgeins & Nicholl, 2003). The learners' active participation in the process makes the process more interesting and beneficial for learners.

The finding showed that the lecturer did not discuss curriculum with the assumption that it had been discussed at certain subject, the other one mentioned that she just focused on the previous curriculum, that was KTSP, not 2013 curriculum. In fact, the assumption was contrary to the statement stating that one of the reasons why micro teaching has grown fast in the area of teacher training is due to the fact that in its development, micro teaching is not only effective in training teaching skill but also can be used to try out and implement new curriculum, model, strategy and learning technique (Sukirman, 2012). It means that the lecturers should introduce the new curriculum since it is used in schools where the teaching practice was held. The lesson plan made was also designed on the basis of the new curriculum. Then, it is also important for the lecturers to discuss the previous curriculum in order that the students have good understanding on those two curriculum. Good teachers not only teach well but also prepare administrative preparation like lesson plan which is made on the basis of the curriculum being used.

From the data obtained, it was found that students attended micro teaching class in order that they

could prepare themselves for teaching practice. They learnt many things from micro teaching, but they admitted that the time allocation given to each meeting which was only 1 credit hour or 50 minutes was not enough for them to learn. They needed more time to learn about the theoretical knowledge and even more time for practice. Referring to the Permendikbud No. 49 in 2014, credit hour must be perceived as the time needed for students to achieve certain competence with certain type of learning pattern and material. 1 credit hour is defined as 50 minutes for learning in class, 50 minutes for personal assignment and 1 hour for structured assignment in each week. For practice learning, including microteaching, 1 credit hour equals 160 minutes for each week. By having this regulation, it is obvious that students should be given extra time to learn micro teaching since it is considered as practice learning. Both theoretical comprehension and practice combination are good foundation in order that students can be professional teachers. This regulation can be used as the guideline for both study programs to consider curriculum rearrangement. Further, still dealing with the finding, pedagogic knowledge needed to

consider to add in the curriculum content.

The finding revealed that both teacher-mentor and lecturer-supervisor had played their role. They contributed much in developing students skill in doing teaching practice. Sami'an and Permana (2014) mentioned that teacher-mentors are those who are responsible to guide the candidate teacher during the teaching practice program. Therefore, the success of the teaching practice program is influenced by teacher-mentor contribution.

On the other hand, Dasmo dan Sumaryati (2014) also stated that the success of teaching practice program is also influenced by the role of lecturer-supervisor. Lecturer-supervisor is the one who is mandated by university and in charge of guiding students during teaching practice program.

It is important that the lecturer-supervisor should understand everything well about the running of teaching practice program including helping students to prepare learning administration. Based on the finding, it was found that some lecturer-supervisor advised the students to consult their lesson plan to the teacher-mentor. Therefore, it is suggested that they were given

training before teaching practice program in order that they can work more effectively during the program. It is, then, the task of the faculty to provide such valuable training.

From the finding, it was shown that one of the problems faced by students which was also identified as problem during teaching practice by lecturer-supervisor was dealing the length of the time of doing teaching practice program. It took 1 and a half month for students to do the program in which it made them difficult to fulfill their teaching performance portion. In other words, they could not achieve an ideal frequency of teaching performance during the program. Therefore, it is suggested to the faculty to consider a longer time for students to do teaching practice program which is normally held more than 1 and a half month.

Some other problems faced by students which were also identified by both teacher-mentor were dealing with the preparation and the administration of the teaching practice program itself including the administration matters, like lesson plan making which was based on the 2013 curriculum that were used in schools, a minim teaching material mastery and classroom management, lack of understanding in choosing learning method related to theme,

lack of understanding in using teaching media, lack of understanding interaction with students and lack of variation in using material though it is normal for teacher candidates who do not have any teaching experience yet to face some problems in doing teaching practice.

With some practice, students will be more and more skillful in preparing the their lesson plans and performing their teaching practice. As it is stated by Chambers and Lavery (2012), student-teacher develops greater confidence in their own abilities through confronting unfamiliar situations and overcoming difficulties during their service-learning experience. Confidence is a critical issue for teachers as it gives them the courage and motivation to undertake varied educational duties. Having known these problems, it is also expected that faculty of teacher training and education, university of Tridinanti to pay attention to these problem and does improvements for micro teaching class and teaching practice program.

On the basis of the finding from the documentation, it showed that the teacher-student made their own lesson plan before teaching. They made lesson plan on the basis of the 2013 curriculum with teacher-mentor

guidance during teaching practice program. The finding of the documentation also revealed that schools had not determined a certain format for uniformity.

CONCLUSION

Based on the findings of the study, it can be concluded that micro teaching had a significant influence in preparing students for teaching practice program. It helped all students in preparing themselves for teaching practice. Micro teaching not only taught them conceptual knowledge about how to teach well but also gave them chance to practice their teaching performance. 66 or all students mentioned that they took micro teaching class in order to prepare themselves before doing PPL. Out of micro teaching subject, they did internet browsing for material mastery, did material review, learnt grammar to avoid mistakes, found interesting teaching media, comprehended syllabus and book used, shared with friends and lecturers for better understanding in designing assessment for students.

During teaching practice program, both teacher-mentor and lecturer-supervisor had a significant role in teaching practice program. Teacher-mentor guided students to understand teacher task inside and

outside classroom, guided students to prepare learning administration before teaching, gave suggestion on material references and classroom management, shared experience and motivated them. Through teaching practice program, students were taught about teaching and learning process which trained them to be better. In general, most of student-teacher needed guidance in making learning administration, classroom management, doing teaching performance, doing assessment, learning material mastery.

Lecturer-supervisor mentioned that their main task during PPL were guiding students in recognizing and doing their duty as teacher-student, doing administrative and extracurricular activity. During teaching practice program, they became motivator, guide, advisor, supervisor, and assessor. They also trained students to be discipline, created good atmosphere to encourage students' creativity in teaching and have good relationship with teachers and students at school, took them to schools and picked them back, communicated with teachers about students' progress in doing their activities, examined students' attendance and participation by doing regular visitation, gave suggestion on the

teaching practice, attended their teaching performance examination, and guided and examined their individual and group report.

During the teaching practice program, students admitted that they found the difficulty in managing the class and making them to be discipline and cooperative, preparing and determining teaching material and teaching media, fulfilling the teaching portion, making instrument for assessment and making report and using facilities like LCD and speaker. On the basis of the documentation, it can be concluded that all teacher-students made their lesson plan before teaching on the basis of the 2013 curriculum eventhough they used various lesson plan format.

On the basis of the the above conclusion, it is suggested to faculty of teacher training and education to do the following things for improvements: 1. Giving students more comprehension on the 2013 curriculum used at schools at curriculum and material development subject and also familiarize them with the format of lesson on the basis of the curriculum in micro teaching subject, 2. Doing curriculum arrangement and considering to give more credit hour allocated to micro teaching class in order to provide

more chances for students to comprehend the conceptual knowledge and give them chance to practice teaching more, 3. Considering to lengthen the teaching practice program in order to give them more time to develop their skill and experience at schools, and 4. Giving more training to both students and lecturer-supervisor before doing teaching practice program. From the training students are expected to learn more about how to prepare their learning administration and to teach well. For lecturer-supervisor, it is expected that they can get a more comprehensible knowledge on how to guide the students well during the teaching practice program in order that they can work more effectively.

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