

The Effectiveness of Virtual Microteaching Class in the COVID-19 Pandemic Time

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ABSTRACT

The sudden change in classroom interaction in COVID-19 pandemic time may affect many aspects of the learning process. Microteaching as a practical-oriented subject was affected by this condition, so it is urgent to see how effective virtual interaction is for this subject. This research aims to find out the effectiveness of virtual microteaching class in COVID-19 pandemic time. This research uses statistical calculation and interview data from 21 out of 31 respondents because some students have converted microteaching credit in exchange for participation in the Kampus Merdeka Program. There are five variables that influence the effectiveness of virtual microteaching classes. They are enthusiasm, learning media, learning materials, tasks, and lecturers' performance. However, the enthusiasm variable ($P = 0.046$) and learning media ($P = 0.020$) are significant for the effectiveness of virtual microteaching classes. At the same time, other variables such as learning material ($P = 0.213$), task ($P = 0.166$), and lecturers' performance ($P = 0.166$) are not significant for the virtual microteaching class. The effectiveness score of the Virtual Microteaching Class for 6th semester students, English Education Department of Jenderal Soedirman University, is 71%, which means effective. The usage of Google Classroom for Virtual Microteaching Class has some disadvantages, such as a lack of video meeting features that most of the students need, and late notification caused by internet signal problems. As for solutions to solve the problems of using Google Classroom for Virtual Microteaching classes, lecturers need to explore the features of Google Classroom, and they are encouraged to use a better platform with a built-in virtual meeting and discussion feature that can save large amounts of data and be downloaded at any time..

I. Introduction

According to regulations issued by authorities to prevent the spread of the COVID-19 virus, schools from kindergarten to university must implement their learning process through online or E-learning. is also implemented by the English Education Department of Jenderal Soedirman University as following act of the regulation to limit and prevent the spread of the COVID-19 virus. The English Education Department of Jenderal Soedirman University as a supporter to produce professional teacher candidates specializing in English Language Teaching plays an essential role in Indonesia's quality of education.

There are some competences that teacher candidates need to achieve to be qualified educators. According to Peraturan Pemerintah No. 19 Tahun 2005, article 28 verse 3, state teacher competence as a learning agent for elementary, middle, and early childhood covers (1) Pedagogic competence, (2) Personality competence, (3) Professional competence, and (4) Social competence. The definition of pedagogic competence, personality competence, professional competence, and social competence according to Peraturan Pemerintah No. 19 Tahun 2005, article 28 verse 3. Pedagogic competence is the ability to manage students' learning, which consists of students' understanding, design and

implementation of learning, evaluation of learning outcomes, and students' development to achieve their competencies. Personal competence is the ability of a stable, mature, wise, and authoritative person to be a role model for students. Professional competence is the ability to understand the broad and deep learning material that makes it possible for students' guidance to achieve specified standard competency. Social competency is the ability of educators as part of a community to communicate and interact effectively with students, fellow educators, school staff, parents, and the community.

To meet these competences, every student of the Educational Program is required to take a Microteaching subject. According to Setiawan et al. (2018) Microteaching is a facility to train and practice student teaching ability and skills as future teacher. Unfortunately, in the Covid-19 pandemic, English Education Department of Jenderal Soedirman University has already implemented Microteaching subject online or using E-Learning with the lecturer, this condition is rather odd because Microteaching is a subject for students to practice, evaluate, and enhance their teaching skill with a small and realistic classroom condition. Kusmawan (2017) explains that the implementation of traditional Microteaching is in face to face settings to orchestrate an improvement of teachers' self-reflective and critical thinking skills. In line with this, Otsupius (2014) elaborates traditional Microteaching has been practiced worldwide and perceived as capable of improving the quality of teaching and learning. In other words, the Microteaching subject is practical as a simulation class for educational students especially English Education Department of Jenderal Soedirman University students before they teach a real class in school.

These circumstances affect the students in learning how to handle a class and how to communicate with the students. Researchers asked some students about the problems that they encounter during online class. Most of them complain about the internet signal and not properly supported devices. Some experience physical fatigue. Similar to these conditions, Asrul (2020) states there are some problems faced by the students. If they do not have a cell phone, or if they do have a cell phone, it may be outdated. Second, some students who have mobile phones do not have internet data. Third, some internet networks are still inadequate to be used for online learning. Also, there are some disadvantages to a long period of using gadgets. According to Sidabutar (2019), gadget usage can cause headaches and eye irritation. Furthermore, Bawelle (2016) elaborates that eye fatigue could occur if the eye focuses on a close object for a long period of time and the eye muscles work harder to see the object, particularly in blinding light.

The effectiveness of E-Learning is still debatable among students and teachers, especially in a practical subject such as microteaching, which is mostly done by face-to-face meetings. According to Khikmah et al. (2021), online learning is less effective for practical subjects to achieve the learning outcomes of the subject, because e-learning is incompatible with the material that is related to skills. In contrast, Kusmawan (2017) finds that 82,68% of Universitas Terbuka students agreed that online microteaching improved their professional teaching skills. However, there is little known about the effectiveness of virtual microteaching subjects in the context of pre-service teachers in the English Education Department.

In this research, the researchers chose microteaching as a subject because it has benefits for preparing teacher candidates. Microteaching allows students to experience the real conditions of teaching in a controlled environment. Muhammad (2021) explains that online microteaching is still able to give students chances to practice their teaching skills. He also elaborates that the learning process should be supported with supportive feedback by letting the peer audience give feedback. Thus, students will get great input from both the lecturer and the other students. Furthermore, Rismiyanto and Suryani (2021) explain that students feel comfortable and less nervous about doing online microteaching in which the students can simplify the language for the audience so that the audience can understand the materials being delivered. Based on the explanation before, researchers are interested in finding out the effectiveness of virtual microteaching classes in COVID-19 pandemic time. This study should help to improve online learning for practical subjects, particularly microteaching.

II. Method

This study used mixed methods to investigate the effectiveness of virtual microteaching classes.

A. Participant

The sample of this research is 21 of 35 respondents from 6th semester students of English Education Department of Jenderal Soedirman University in the academic year 2020/2021.

B. Data Collection and Analysis

This research used a questionnaire and an interview to collect data from students. The questionnaire was distributed to all participants via Google Form to collect the data. The questionnaire consisted of 20 items. The questionnaire was divided into five parts: related to asking about student enthusiasm for virtual microteaching classes; asking about how the learning material was used for virtual microteaching classes; asking about how the learning media was used by the lecturer during virtual microteaching classes; asking about students' perception toward learning methods for virtual microteaching classes; asking about the lecturers' performance during virtual microteaching classes. The collected data were summarized and analyzed in table form. On the other hand, interviews were conducted to get more comprehensive information from the students about their perception of the virtual Microteaching class; their testimony about the platform being used for the virtual Microteaching class; their testimony about the performance of the platform being used for the virtual Microteaching class, their testimony about the advantages and disadvantages of the platform for the virtual Microteaching class, their testimony about the problems of the virtual class, and their testimony about solutions to solve the problems.

III. Findings And Discussion

The effectiveness of the virtual microteaching class was viewed from the students' perception. Students' perceptions were collected using questionnaires and interviews that included students' testimony about their virtual microteaching class.

1. Students' Perception of the Effectiveness of Virtual Microteaching Class.

Students' perception of the effectiveness of virtual microteaching class focused on their opinion of enthusiasm, learning materials, learning media, tasks, and lecturers' performance during virtual microteaching class.

A. Findings and Discussion data from Questionnaires

Students were asked about five aspects to know their perception of virtual microteaching, such as enthusiasm, learning material, learning media, task, and lecturers' performance. Based on the analysis of the questionnaire results, the mean percentage of students' perceptions is shown in the table below.

Table 1. Students' Perception of The Effectiveness of Virtual Microteaching Class

No	Variable	Students' Perception			Percentages				
		Very Positi ve	Positive	Negative	Very Negati ve	Very Positi ve	Positive	Negative	Very Negati ve
1	Enthusiasm	1	16	4	0	5%	76%	19%	0%
2	Learning Material	10	11	0	0	48%	52%	0%	0%
3	Learning Media	5	11	5	0	24%	52%	24%	0%
4	Task	10	11	0	0	48%	52%	0%	0%
5	Lecturers' Performance	5	11	5	0	24%	52%	24%	0%
Mean							71%		

According to table 1, students' perception of the learning effectiveness score was 71%, which means effective. From the table above, students did not have a very negative perception of the effectiveness variables. 76% of students' perception of enthusiasm was positive, which scored the highest number. 52% of students' perception of learning materials was also positive. 52% of

students' perception of Learning Media was positive. Only 48% of the students have a very positive perception of Task. Finally, 52% of students' perceptions of lecturers' performance was positive.

Table 2. Significance Level of Variables

No	Variables	Significance Coefficient	Significance Level
1	Enthusiasm	0.046	Significant
2	Learning Material	0.213	Not Significant
3	Learning Media	0.020	Significant
4	Task	0.166	Not Significant
5	Lecturers' Performance	0.166	Not Significant

From Table 2, variables that had significance in the effectiveness of the virtual microteaching class were enthusiasm and learning media variables. The enthusiasm variable had a significance coefficient of 0.046 and the learning media variable had a significance coefficient of 0.020. Learning Material variables had a significance coefficient of 0.213, which was not significant. Similar to these, task and lecturers' performance variables, which had a significance coefficient of 0.166, were also not significant with the effectiveness of the virtual microteaching class.

Based on data shown from tables 1 and 2, the effectiveness score of a virtual microteaching class was 71%, which in contrast with Khikmah et al. (2021), stated that E learning was less effective to achieve learning objectives and students' understanding level. There are only two variables that had significance with regard to the effectiveness of the virtual microteaching class. Those significant variables were the enthusiasm variable with a significance coefficient of 0.046, which in line with Harandi (2015) stated that there was a significant relationship between E learning and students' motivation. Also, the Learning Media variable, which had a significant coefficient score of 0.020, It is in contrast with Khikmah et al. (2021) stated that e-learning was less effective to achieve learning objectives and students' understanding level

2. Findings and Discussion Data from Interview

This part discusses the students' perceptions of the virtual microteaching class. The data were obtained from the interview by phone call. The following five central topics were set up as guiding questions for the interview: opinion about virtual classes; opinion about the platform used for virtual microteaching classes; the performance of the platform being used for virtual microteaching classes; advantages and disadvantages of the platform for virtual microteaching classes; the problems they had during virtual microteaching classes; and the solution to solve the problems. The interviews were conducted in November. The purpose of these interviews was to get more in depth information regarding the students' perception of the virtual microteaching class. The students' perception of virtual microteaching is summarized in table 3 below.

Table 3. The Summary of Students' Perception

Topics	Students' Perception
Perception of Virtual Class	Virtual class is one great solution to overcome learning issues during the covid-19 pandemic situation but it has a lot of problems such as lack of interaction, being less enjoyable and infrastructure problems like signal or internet problems, which can affect devices.
Perception of platform for Virtual Microteaching Class	Google Classroom is not perfect and does not fulfill all microteaching needs because it is often used just to post a link or learn media, but on the other hand, Google Classroom is easy to use and to understand. It's also easy for lecturers to coordinate with the students.
Performance the platform being used	Generally, the usage of Google Classroom for virtual microteaching is good because the available features are used to help with learning activities and save files.
Advantages and disadvantages of the platform	There are some Google Classroom advantages and disadvantages for virtual Microteaching class such as taking low internet quota, saving big amount of data and able to download at any time also record all data that post useful reminder notifications, but Google

	Classroom is lack of video meeting features and good discussion section.
Problems students' experienced	The problems are internet signal, delayed notification, and missing video call features.
Solution to solve the problems	To solve the problems, lecturers of the subject need to explore and learn more, or use alternative rich-featured platforms that have video meeting features.

B. Students' Perception about Virtual Microteaching Class

Based on table 3, the interview data showed that the students' perception about virtual class as one great solution to overcome the covid-19 pandemic situation but it had a lot of problems such as lack of interaction, less enjoyable and infrastructure problems like signal or internet problems and device problems. The finding was in line with Yunus et al. (2021) the main advantage of online learning usage is easier for students and lecturers to do teaching activities even though they are not in the form of face-to-face interaction. The statements were shown, as follows:

"In my opinion virtual class is a great and appropriate innovation for present condition, student and lecturer remain able to do learning activities well but none the less it has pros and cons" (Respondent 3).

"Virtual class in my opinion is one of solution to overcome pandemic situation even though it's not an absolute replacement of conventional learning activity" (Respondent 4).

Students' perception about the platform used for virtual class was in general that Google Classroom was not perfect and did not fulfill all Microteaching subject needs. It is because Google Classroom was used just to post a link or learning media. On the other hand, Google Classroom was easy to use and to understand also it was easy for lecturers to coordinate with the students. The statements were shown, as follow:

"I think Google Classroom is a popular platform for online teaching, but Google Classroom doesn't cover all microteaching class needs" (Respondent 4).

"Google Classroom for Microteaching to me is a good enough platform because it is easy to use and to understand for lecturers also students, but it is not perfect platform" (Respondent 5).

From the interview data, students' perceptions of virtual classes and the platform for virtual microteaching classes was positive. According to students' opinion, virtual classes were a good solution to overcome the COVID-19 pandemic situation but they had some problems such as lack of interaction, being less enjoyable or less fun, and infrastructure problems like signal, internet, and devices. Students' perception of Google Classroom used for virtual microteaching class was not perfect and did not fulfill all microteaching needs because Google Classroom was often used just to post a link or learn media, but Google Classroom was easy to use and understand. In addition, Google Classroom made coordination between students and lecturers easier. These findings were in line with research results by Yunus et al. (2021) showing the advantage of online learning usage is to make it easier for students and lecturers to do teaching activities even though the students and lecturers did not have face-to-face interaction, and research results by Saragih et al. (2020) showed students' perception was majorly positive toward the teaching and learning process aspect and lecturers' capabilities. However, students had a negative perception of the facilities and infrastructure used in online learning.

Researchers asked about the performance of the learning platform used for virtual microteaching classes and the advantages and disadvantages of the platform for virtual microteaching classes. The statements were shown as follows:

"In my opinion, Google Classroom for Microteaching is well used, because it helps the students to understand posted learning material, save files, etc" (Respondent 5).

"In my opinion, the usage of Google Classroom is good enough, because lecturers and students are able to coordinate about Microteaching implementation and they can send a file or other learning media for Microteaching learning activities" (Respondent 3).

The advantages and disadvantages of virtual Microteaching class platform were shown by statements, as follow:

“As I said there are disadvantages of Google Classroom for example lack of features, but there are advantages of Google Classroom such as it saves all my data from the first meeting and takes low internet quota, also Google Classroom has useful reminder notification” (Respondent 1).

“Advantages of Google Classroom in my opinion are students and lecturers are able to coordinate and post file which can be downloaded at any time to help Microteaching learning activities. Google Classroom has basic flaw which is lack of features for interactive online meeting” (Respondent 3).

Based on respondents' opinions, Google Classroom features were being used to help learning activities and to save files. It is similar to previous research. Mulia et al. (2021) found that students' perception of Google Classroom was easy and helpful to be used during online learning. In addition, the advantages and disadvantages of the virtual microteaching class platform were that it required low internet data, was able to save large amounts of data and be downloaded at any time, also record all data that posted useful reminder notification. Google Classroom lacked video meeting features and a good discussion section. These were also in line with previous research. Putra et al. (2021) showed that 90.1% of students are motivated to attend online lectures because they were not required much quota. The features used on the platform were very easy to operate and very attractive.

Researchers also asked about the problems that students had during virtual microteaching classes. The statements were shown as follows:

“Mostly, signal is the main problem during online classes and delayed notifications” (Respondent 2).

“The problem is internet signal because sometime the size of learning material file is too big and it takes long time to open the file, also the reminder notification is sometime late” (Respondent 5).

Researcher also got solutions given by the respondents about their opinion how to solve the problems they had during virtual Microteaching class, as follow:

“I think the lecturers should educate themselves about Google Classroom because actually it can be used to do discussion but that does not happen. It is maybe because there is eldiru (Jenderal Soedirman University Online Learning Platform)” (Respondent 1).

“What I can say is lecturers should be more engaging with students, interacting more with students not only just posting Youtube link or pdf files for students. Lecturers can use other platforms that are similar with Google Classroom but have video call features” (Respondent 4).

“If I may suggest lecturers should explore and learn the platforms for Microteaching because sometime lecturers are confused about certain features or how to do certain things, if it is possible students are given good internet access or internet quota” (Respondent 5).

Based on the interview above, the problems of the virtual microteaching class, according to the students were internet signal, delay notification and missing video call features. The students' perceptions were in line with previous research. Saragih et al. (2020) showed that the students negatively perceived the facilities and infrastructures used in online learning. The shortages in the internet connection and the learning devices were the main obstacles that students encountered in attending online learning. Moreover the solutions to solve the problems, according to respondents, the lecturers need to explore and learn more or use alternative rich-featured platforms that have video meeting features. The students' opinions about the solutions were also in line with previous research. Saragih et al. (2020) stated that it was recommended for lecturers to provide materials that students can access by using applications that are comfortable, flexible, and do not require significant bandwidth or quota to avoid competency failure.

IV. Conclusion

The effectiveness percentage of the Virtual Microteaching Class was 71%. It meant that the virtual microteaching class was effective for 6th semester students of the English Education Department of Jenderal Soedirman University in academic year 2020/2021. Variables which had significance with regard to Virtual Microteaching Class effectiveness were the Enthusiasm variable with a significance coefficient of 0.046 and the Learning Media variable with a significance coefficient of 0.020. On the other hand, the usage of Google Classroom for Virtual Microteaching Class had some disadvantages, such as a lack of video meeting features that most students needed and late notification caused by internet signal problems. Google Classroom also had advantages like being easy to use and low consumption of internet data. There are two solutions to the problems with using Google Classroom for Virtual Microteaching. First, lecturers were encouraged to explore the features of Google Classroom. Second, lecturers were encouraged to use a better learning platform with a built-in virtual meeting and discussion features that can save large amounts of data and be downloaded at any time.

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