



# Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students

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Received: 2022-01-06 Accepted: 2022-06-09

DOI: 10.24256/ideas.v10i1.2408

## Abstract

The purpose of this research is to produce teaching materials for Micro teaching subject based on Self Esteem to students of the English Education Study Program with dimensions of respect and self-respect, courage and ability in communication and confidence in one's own abilities. The elements in the module are tips and motivation, exercises/practices and summaries and formative tests in each chapter. The module was developed by taking into account the value of its validity, practicality and effectiveness. The approach used in the research is Research and Development research or development with the ADDIE development model. The trial was conducted on 5th semester students in the English Education study program, Palopo State Islamic Institute. The output in this research is a module for microteaching teaching and is published as an ISBN book by IKAPI member publishers.

## Introduction

One indicator of the quality of educators is their pedagogic competence. This means that teachers must have the ability to teach and provide scientific information to their students. Because this competence is very important, in educational printing institutions, microteaching courses are held that provide applied teaching skills. Microteaching is a compulsory course given to prospective educators so that they have the provision of superior pedagogical skills. With an applicative approach, the microteaching lecture emphasizes the practice of teaching with peers to teacher students. The prospective educator students are required to be able to practice teaching within the scope of their peers.

Teacher training students are prepared and trained to become teachers who are able to have the confidence to appear in front of the public and communicate with the masses with strong self-confidence. However, not a few students do not have good public communication skills, especially in the microteaching learning process. This can hinder the development of these student competencies. Teaching skills that are trained in the microteaching lecture process. is a very valuable provision for prospective educators later when they become teachers.

One of the causes of the low competence of students in microteaching lectures is the low self-esteem of students. When students have low self-esteem, they tend to be reluctant to perform well in the microteaching process. Self-esteem is very important in supporting someone to interact and get good academic achievement. Without sufficient self-esteem, students will feel less confident, reluctant, and unwilling to take risks in the practice of microteaching.

Lack of self-esteem also occurs in students of the English Language Education Study Program at IAIN Palopo. From initial observations, it appears that students who attend lectures still have a reluctance to appear and speak in class. In addition, the final score shows that there are still 35% of students who do not meet the minimum criteria in the value of microteaching lectures.

Terblanche, et al (2020) say that there is a correlation between student self-esteem and how these students relate to their peers and lecturers. So, to be able to carry out a good micro teaching process, with a rich interaction process between peers and lectures, a high level of self-esteem is required. With good self-esteem, students will have confidence, enthusiasm and motivation and are not awkward in speaking and interacting in front of the class.

From this, in the microteaching lecture process, it is necessary to enrich and supplement students' self-esteem. The learning process in microteaching should not only be about techniques and teaching methods and practices, but also how students can cultivate a sense of self-esteem in themselves. With this self-esteem, they will have a pro-social nature. that is, students have good social acceptance and they can carry out public communication as in the learning process in microteaching lectures.

Based on previous research conducted by Lestari, I. W. (2019) with the title "Developing Critical Thinking Skills through Microteaching" shows the results that Microteaching can improve students' critical thinking skills. Further research was conducted by Kurniawan & Masjudin (2018) with the title "Development of practical-based microteaching textbooks to improve the teaching skills of prospective teachers." From the research of Kurniawan & Masjudin (2018), it is known that the application of this microteaching module is able to improve basic teaching skills. The previous study above shows that micro teaching is an important factor in the formation of teacher competence.

Previous research related to self-esteem variables as conducted by Wibowo, aS. B.a (2016) with the title "Is it true that Self Esteema Affects Academic Achievement" indicates that there is an association of self-esteem and academic achievement. The relationship that exists in both is more bidirectional and non-determinant from that one variable. Another study from Aisyiyah, S. (2015) with the title "Analysis of Self Esteem and Student Perceptions in English on the Ability of Students in English at the Superior Program of the Jember State Polytechnic". Aisyiyah, S. (2015) research shows that there is a simultaneous correlation between students' self-esteem and perceptions of students' English-speaking abilities. Both studies state that self-esteem provides an important foundation in English academic competence. Although it leads to aspects of self-esteem, there has been no specific study on self-esteem and micro teaching.

Research from Kurniawan & Masjudin (2018) also explains the need to develop teaching materials for micro teaching. However, there is no study specifically discussing the development of self-esteem-oriented micro teaching materials. From this analysis, there is a research gap in the form of developing self-esteem-based microteaching teaching materials.

The English Language Education Study Program at IAIN Palopo does not yet have a microteaching learning module. Especially the self-esteem-oriented module. Therefore, this study will develop teaching materials in the form of modules for microteaching courses with an orientation towards self-esteem. The development model that is used is ADDIE (Analysis, Design, Development, Implementation, Evaluation).

Due to the consideration of the researcher's time and reach, this research is limited to the field of Microteaching course teaching materials. The research subjects include 5th semester students of the English Language Education Study Program at the Palopo State Islamic Institute (IAIN) for the 2021/2022 academic year. The formulation of the problem in this study is how to develop teaching materials in the form of self-esteem-oriented microteaching course modules for English Language Education students at IAIN Palopo with valid, practical and effective criteria.

## **Literature Review**

Gungor, M. N. (2016) conducted a research entitled "Turkish pre-service teachers' reflective practices in teaching English to young learners". In his article, Gungor conducted a case study on the impact and benefits of micro teaching for teachers who teach in the classroom. This study explains that micro teaching provides benefits in the form of awareness, confidence, and a sense of readiness for teachers who will carry out teaching tasks.

Saun, S. (2015) wrote a journal article with the title "Use of Questioning Strategies by English Education Students UNP Padang in Micro Teaching Practice." This article describes how to apply questioning skills in learning. On the other hand, this article finds that many students in the micro teaching class cannot use the question and answer strategy well.

Lestari, I. W. (2019) conducted a research entitled "Developing Critical Thinking Skills through Microteaching." This study aims to explore how micro learning improves students' critical thinking skills. The method used is qualitative research. The results showed that all stages of the microteaching model - preparation and planning, 20 minutes micro teaching, peer feedback, and teacher feedback - improved their critical thinking skills.

Rahayu & Mertha (2017) conducted a study entitled "Development of Micro Teaching Teaching Materials to Train Pedagogic Competencies of Prospective Teachers." This study describes the process of developing micro teaching teaching materials for Education students at FKIP. Rahayu and Mertha conducted a development research aimed at making appropriate teaching materials for prospective teachers with an orientation to the pedagogic competencies of prospective teachers.

Kurniawan & Masjudin (2018) conducted a research entitled "Development of practice-based microteaching textbooks to improve the teaching skills of prospective teachers." This research is a module development for micro teaching courses. The developed module aims to improve the ability of English Department students in microteaching. The research design is Research and Development developed by Borg and Gall. This research was conducted on students of the English Department of IKIP PGRI Madiun. The results of the application of this microteaching module are able to improve basic teaching skills.

Wiyannah, S. (2016) wrote a thesis entitled "Development of Lesson Study-Based Online Teaching Materials for Micro Teaching Courses in the UPY English Education Study Program" Wiyannah, S. attempted to produce micro teaching-based online lesson study materials for sixth semester students. English Education Study Program, University of PGRI Yogyakarta. The research method used is a qualitative method. The data were described qualitatively by observation and recording. Borg and Gall is the development model chosen in this study. The results of this study concluded that online learning materials based on micro teaching learning are valid

and interactive to support class VI students of the English Education Program in learning.

Wibowo, S. B. (2016) wrote a study entitled "Does Self Esteem Really Affect Academic Achievement." This study is a process of examining various academic and scientific sources regarding the relationship between self-esteem and academic achievement. The results of the study show that there is an association of self-esteem and academic achievement. The relationship that exists in both is more bidirectional and non-determinant from that one variable.

Aisyiyah, S. (2015) wrote a study entitled "Analysis of Self Esteem and Student Perceptions of English on the English Language Ability of Students of the Jember State Polytechnic Excellence Program". This study uses an associative quantitative approach that examines the correlation between variables related to self-esteem. The results illustrate and prove the hypothesis of the correlation between self-esteem and English language skills. The results of this study also show that there is a simultaneous correlation between self-esteem and students' perceptions of students' English language skills.

Virgil Zeigler-Hill (2013) edited a collection of writings in the book entitled "Self-Esteem." This book discusses comprehensively about self-esteem in the perspective of psychology and educational psychology. This book explains the importance of the concept of self-esteem and the development of the use of the concept of self-esteem in education.

The previous study above shows that micro teaching is an important factor in the formation of teacher competence, as in the study of Gungor, M. N. (2016); Lestari, I. W. (2019); and Saun, S. (2015). This study provides a basis for the importance of social skills and interactions in shaping teacher competence. Self-confidence, risk-taking, and self-respect are important factors in micro teaching. Various

#### *Self Esteem*

Self-esteem is one of the affective aspects in the very important dimension of learners. Many studies on self-esteem show that this concept is very urgent to always be discussed. Virgil Zeigler-Hill (2013) states that self-esteem is one of the most popular topics in modern psychology, with more than 35,000 publications on this subject.

Etymologically, the word "self" means "one's own person" and "esteem" means "to have high respect, respect, admiration." So, people with good self-esteem have high respect and admiration for themselves. They respect themselves. (Smith & Harte, 2015).

Individuals with low self-esteem are reluctant to take the risk of failure or rejection unless it is absolutely necessary (Virgil Zeigler-Hill, 2013: 7). Therefore, self-esteem is needed in the learning process because the process is a thing full of challenges. Self-esteem feelings can play a role in transferring information about social status between individuals and the social environment (Virgil Zeigler-Hill,

2013: 7). Therefore, a prospective educator really needs to have high self-esteem. Teachers and prospective teachers have a duty to transfer knowledge. Thus, self-esteem is needed to foster self-confidence and social skills in the teaching or knowledge transfer process.

Self-esteem is generally assessed through self-revealing instruments that directly ask individuals to rate how they feel about themselves. This instrument uses items such as "I feel that I am a person of value, at least on an equal footing with others" (Virgil Zeigler-Hill, 2013:11). This direct approach certainly makes sense given that self-esteem is a subjective evaluation of self, but this measurement strategy is based on two underlying assumptions: (1) that individuals really know how they feel about themselves; and (2) that individuals will honestly report how they feel about themselves (Virgil Zeigler-Hill, 2013:11).

From the various theories and concepts above, it can be concluded that self-esteem is a psychological dimension of the individual and is an affective domain that affects individual construction and identity and influences the academic process in learning. The concept of self-esteem consists of the dimensions of self-knowledge, self-esteem, equality of ability with others and feelings of honesty with themselves.

Sungkono et al (2003) generally provide a definition of teaching materials which can be concluded as a collection of any material including living and inanimate objects as well as human and non-human resources that can be used by teachers in teaching and learning situations to help achieve the desired learning objectives. In Sungkono's understanding, teaching materials are a collection of materials designed for specific purposes in a learning process.

Therefore, teaching materials can assist students in realizing learning experiences so that learning becomes more interesting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment. The term includes all materials and physical means that an instructor can use to implement instruction and facilitate the attainment of students' instructional goals.

Tri Hidayati explained that one of the most popular teaching materials is the module. Teaching materials in the form of modules are a collection of materials designed for a planned learning that includes learning objectives, materials, exercises and evaluations as well as independent assignments. The module is very appropriate for adult learners who have a high degree of independence. In addition, modules can also be designed to meet various student needs such as self-esteem and self-efficacy.

One of the courses that must be taken by FTIK students is micro teaching, because this course is designed to provide applicable provisions for teaching (Helmiati, 2013). Micro Teaching courses are generally a prerequisite for students to take practical field experience courses at school. Therefore, in this course, students are equipped with the skills to carry out an applied teaching process.

Elias, SK (2018) in his article entitled "Pre-service teachers' approaches to the effectiveness of micro-teaching in teaching practice programs," explains that micro teaching is teaching social skills that is stimulated to provide feedback to prospective teachers for behavior modification. them to be better at teaching.

According to Göçer (2016) micro teaching is a cyclical process, consisting of the following stages: planning activities, teaching, criticizing, re-planning, re-teaching, re-criticizing. During the micro teaching process, instructors or lecturers provide input and monitor the performance of prospective teachers. (Göçer, 2016)

In its implementation, Helmiati (2013) describes micro teaching lectures aimed at providing students with skills in teaching in the form of: learning concepts and processes, delivering materials and processes, carrying out variations in teaching, strengthening and managing classes and grouping students. Micro teaching is a course that emphasizes practical rather than theoretical matters. Therefore, this course is very valuable for prospective educators before they actually go into school and do teaching practice.

## **Method**

The research used in this research is classified as the development of teaching materials (PBA) using the ADDIE development model. The teaching materials that has been developed are modules for microteaching courses. The test subjects in this study were students of English Language Education IAIN Palopo Semester 5 Academic Year 2021/2022. This research was conducted in July-October 2021.

The ADDIE development model has 5 stages, namely: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, the researcher conducts a needs analysis, including the abilities that students want to have after taking microteaching courses. In addition, it is also necessary to analyze the obstacles experienced by students in microteaching learning and the characteristics of students (students). In the design stage, the following steps are taken: (1) determine the title of the teaching materials (modules) to be compiled, (2) prepare source books and reference books (3) identify basic competencies and learning objectives, (4) designing the appropriate form of lecture activities, (5) identifying the assessment indicators that will be presented, and (5) designing the module writing format. At the development stage, the results from the design stage were further developed and then validated to obtain draft 1. The validation was carried out by three validators which included two validation experts (one media expert and one material expert) and one practitioner (lecturer). Validation is carried out to obtain validity data. At this implementation stage, the developed module will be tested on a limited basis on test subjects. At the implementation stage, data on practicality and effectiveness were obtained. The evaluation stage aims to analyze the practicality and effectiveness of teaching materials developed

at the implementation stage.

The data in this study were obtained from the results of validation, the results of the assessment of the user lecturer and student responses and scores of learning implementation. The data in this study were also obtained from self-esteem questionnaires and learning outcomes. The next data is pre-research data and input from validators and users.

Data collection techniques in this study used test and non-test instruments. The instruments used during the research process were (1) validation sheets, (2) lecturer assessment sheets, (3) student response sheets, (4) observation sheets, (5) student self-esteem questionnaires in microteaching courses. The data obtained from the field will be used to see the level of validity, practicality and effectiveness of the teaching materials developed.

The development of this teaching material uses data analysis techniques in the form of qualitative and quantitative analysis. Qualitative analysis is based on pre-research data input from validators and users. While quantitative analysis is done by converting the scores obtained into a Likert scale with 5 categories of assessment based on the formula from Widoyoko (2009: 238)

To see the validity of the module, it is measured by the average expert assessment which is at least in the "good" category. As for practicality based on user assessment, student responses and implementation of learning with a minimum category of "high". The module is said to be effective as seen from the increase in students' self-esteem abilities. If the self-esteem score shows a higher number after using the module and at least 80% of students fall into the "high" minimum category, then the module can be said to be effective.

## **Results and Discussion**

### **Need Analysis Results**

Needs analysis was carried out through observations in micro teaching courses in Semester 5 of the English Education study program. Besides that, interviews were also conducted with lecturers who teach micro teaching courses to identify the methods and modules needed in micro teaching courses. From the identification of student needs based on interviews conducted online on August 14-17, 2021, data obtained that:

The ability that students want to have after attending the MK. Microteaching includes:

- a. Cognitive: Mastering more effective and efficient ways of teaching
- b. Affective:
  - Self confidence in teaching
  - Become a confident teacher
  - Good communication with students



c. Psychomotor

- Good public speaking and time management
- speaking skills
- Fluent in public speaking and confident in teaching

Result of Student/Lecturer Barrier Analysis

Barriers experienced by students/lecturers in Microteaching learning based on interviews conducted include:

- a. Less confident
- b. Mental conditions that hinder learning (lack of motivation to learn, not sure and don't have confidence in their own abilities)
- c. Lack of mastery of the material and less opportunity to practice
- d. Lack of mastery of the technique of making lesson plans
- e. Lack of good classroom management
- f. The learning process is dominated by the lecture method and is task-oriented. Where students are instructed to read the module and listen to the explanation from the lecturer. Sometimes lecturers give some questions aimed at students to find out their understanding of the material.
- g. Based on the evaluation conducted by the lecturer, the learning achievement obtained by the students is still very low.
- h. Practicing lecturers convey that the existing modules do not stimulate students' courage and self-esteem in microteaching courses, so a module that can really increase students' self-esteem in microteaching is needed.

Based on the need analysis, it is deemed necessary to develop teaching materials in the form of modules that are able to increase self-esteem in prospective teachers or teachers in basic teaching skills. Modules that suit student needs are needed with the hope that students will be more enthusiastic in participating in the learning proce

Design

In this second stage, the researcher designs or plans a teaching device which is usually called RPS. Apart from that, the researchers also made a self-esteem questionnaire instrument and a student achievement test. This RPS is designed to be a reference for lecturers in teaching and learning at the module implementation stage. The module elements contained in my RP are learning objectives, indicators, teaching materials, teaching methods, time allocation, learning evaluation and learning resources. The learning process which is arranged using a self-esteem-based module will become a lecturer's media in teaching.

The teaching materials developed include the front page, introductory words, a list of learning objectives, tips and motivation, exercises and practices, summaries and formative questions as a tool to evaluate learning. Modules designed to develop

student self-esteem. The principles based on self-esteem are to provide tips on mastering the material well and motivate students with expressions or proverbs that are appropriate to the context and are expected to encourage students to study the material and can inspire them to develop themselves. In addition, other module elements are exercises and practices, where students are given the opportunity to practice/practice basic teaching skills and encourage students to openly and responsibly express the strengths and weaknesses of each participant who performs the simulation. The next element is a summary and formative test where the aim is to strengthen understanding and determine the competencies that have been achieved through the material provided as a form of reflection on the material that has been studied.

Therefore, the module developed based on self-esteem contains elements that can increase self-esteem and self-respect, be brave and able to communicate, believe in one's own abilities. To measure the effectiveness of the developed module, the researcher has developed a research instrument in the form of an achievement test and a self-esteem questionnaire. The following is the design of the modul development:

Blue Print of Module Based on Self Esteem Theory

Theory	Dimension	Elemen in module	Objective
Self Esteem	Penghargaan dan Menjunjung Diri	Tips dan Motivasi	Memberikan tips cara menguasai materi dengan baik serta memotivasi mahasiswa dengan ungkapan atau peribahasa yang sesuai dengan konteks dan diharapkan dapat mendorong mahasiswa selain untuk lebih dalam mempelajari materi yang akan disuguhkan juga dapat menginspirasi untuk mengembangkan diri. Ungkapan atau peribahasa tersebut berkaitan bidang pendidikan dan pengajaran sehingga lebih bermakna.
	Berani serta Mampu dalam Komunikasi	Latihan/ Praktik	Memberikan kesempatan kepada mahasiswa untuk melakukan latihan/ praktik keterampilan dasar mengajar serta mendorong mahasiswa untuk secara terbuka dan bertanggung jawab mengemukakan kelebihan dan kekurangan setiap peserta yang melakukan simulasi.
	Percaya atas Kemampuan Diri Sendiri	Rangkuman dan Tes Formatif	Memberikan Rangkuman materi serta evaluasi berupa kesimpulan tema/ statemen/pertanyaan untuk memperkuat pemahaman dan mengetahui kompetensi yang telah dicapai melalui materi yang diberikan sebagai bentuk refleksi atas materi yang telah dipelajari.

Tabel 1. Design of Modul Development

In this stage, the researcher develops module elements that are in accordance with the module design that has been made. The module is revised based on the

results of the assessment and suggestions from the validator and then analyzed and reflects on the development of the module that will be tested or implemented. The results of the development stages include the following:

a. DevelopmentModule

Based on the design, the module was developed based on student self-esteem. Here is the design of the module:



## MODUL

### Micro Teaching

**BAB 1**

**HAKIKAT PEMBELAJARAN MIKRO TEACHING**

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**Tujuan Pembelajaran**

Pada Bab ini mahasiswa diharapkan dapat memiliki kemampuan sebagai berikut:

1. Dapat memahami dan menganalisis beberapa pengertian pembelajaran mikro teaching sebagai dasar untuk menunjang kelancaran proses latihan melalui pendekatan pembelajaran mikro.
2. Dapat memahami tujuan dan manfaat pembelajaran mikro teaching sebagai salah satu pendekatan atau model pembelajaran untuk mempersiapkan dan meningkatkan kemampuan guru yang profesional.

**Tips dan Motivasi**

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Agar dapat memperoleh hasil belajar yang maksimal dari topik-topik yang akan dibahas dalam uraian ini, silahkan ikuti beberapa petunjuk berikut ini:

1. Bacalah dengan cermat bahan ajar pada BAB 1 ini, sehingga Anda dapat memahami apa, untuk apa dan bagaimana pembelajaran mikro teaching itu ?
2. Pahami ide-ide pokok pikiran dari uraian materi, contoh atau ilustrasi yg diberikan.
3. Untuk memahami pokok-pokok pikiran tersebut, sebaiknya menghubungkannya dengan pengalaman Anda, lalu diskusikan sehingga dapat diperoleh pemahaman yang lebih mendalam dan praktis.
4. Jangan lupa kerjakan tugas-tugas yang terdapat dalam BAB 1 ini, agar Anda dapat memperoleh pemahaman yang utuh terkait dengan pokok-pokok pikiran yang terdapat di dalamnya.
5. *Where there is a will there is a way* (Dimana ada kemauan di situ ada jalan). Jika Anda belajar dengan sungguh-sungguh, InsyaAllah akan menguasai materi ini dengan baik. Berdo'alah kepada Allah Swt. Semoga diberi kemudahan.

*Gambar 1. Tips dan Motivasi*

Each chapter is equipped with a description of the learning objectives to be achieved, so that students will be directed in studying the material and at the same time become a benchmark for competency achievement after studying the material in the chapter. In addition, it is also equipped with tips and motivation to start learning.

From the needs analysis to the student's desire for module design, this

module is equipped with images that can illustrate the contents of the discussion material in each chapter. In addition, the module is designed to be interesting to read. At the beginning of each chapter, tips and motivation are provided which are expected to encourage students, apart from studying the material more deeply, it can also inspire them to develop themselves. These expressions or proverbs are related to the fields of education and teaching so that they are more meaningful. This is one of the dimensions of self-esteem in terms of respect and self-respect.



**MODUL**  
Micro Teaching

**LATIHAN**

Untuk meningkatkan pemahaman Anda terhadap materi yang telah dipelajari dalam BAB ini, selanjutnya silahkan kerjakan tugas atau latihan berikut ini:

1. Buat kelompok diskusi terdiri dari 5 s.d 6 orang, kemudian perhatikan video praktek mengajar yang ada pada link dengan cara scan QR code di samping.
2. Diskusikan bersama kelompok, apakah guru dalam video telah dapat menerapkan prinsip-prinsip pembelajaran secara efektif dan efisien, kemudian kemukakan saran/sohusi untuk meningkatkan kemampuan menerapkan setiap prinsip tersebut dalam pembelajaran.
3. Guru yang efektif antara lain yaitu mampu memerankan dirinya sebagai pemberi inspirasi bagi siswa. Apa upaya yang akan Anda lakukan dalam kegiatan pembelajaran untuk merangsang anak belajar. Bagaimana upaya untuk mengatasi kemungkinan terjadinya siswa pasif dalam kegiatan pembelajaran? Diskusikan bersama kelompokmu.
4. Untuk menjawab tugas/latihan tersebut, Anda harus mempelajari kembali pembahasan guru yang efektif, kemudian diskusikan dengan teman-teman, dan untuk mendapat pengalaman yang lebih konkrit coba diskusikan dengan lembaga organisasi profesi guru untuk mengetahui jenis-jenis pembinaan yang dilakukan untuk meningkatkan profesionalisme guru. Misalnya dengan pengurus MGMP Bahasa Inggris di kotanmu!

**RANGKUMAN**

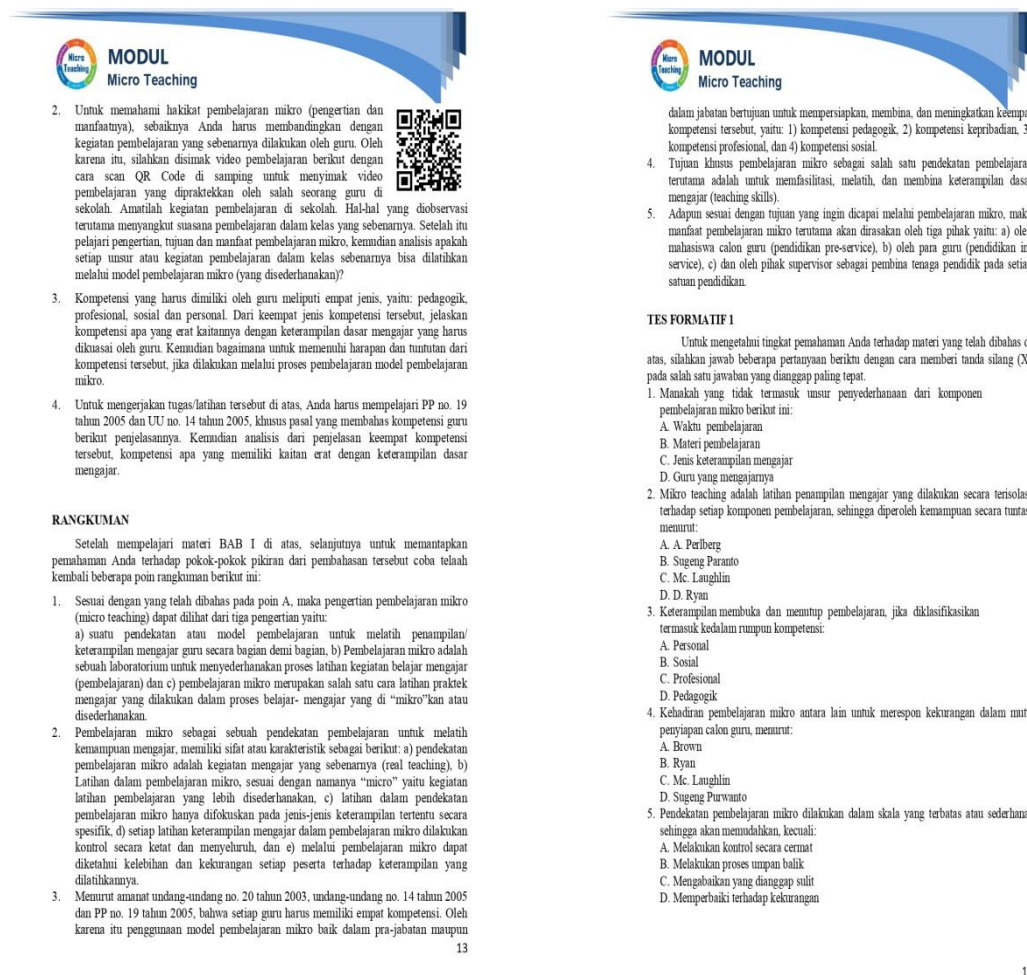
Setelah mempelajari Bab II di atas, maka beberapa pokok kajian dari pembahasannya dapat dirangkum kedalam beberapa poin sebagai berikut:

1. Prinsip pembelajaran mikro adalah ketentuan, aturan, dalil, hukum yang menjadi acuan atau ketentuan dalam menerapkan pembelajaran mikro agar dapat dilaksanakan secara baik dan membawa hasil yang maksimal.
2. Prinsip pembelajaran pada garis besarnya terdiri dari dua yaitu: a) prinsip umum, yakni aturan atau ketentuan yang berlaku umum dalam pembelajaran, b) prinsip khusus yakni aturan atau ketentuan yang khusus sesuai dengan karakteristik masing-masing model pembelajaran.
3. Prinsip pembelajaran umum antara lain: a) Prinsip Perhatian dan Motivasi, b) Aktivitas, c) Balikan dan Penguatan, d) Tantangan, e) Perbedaan Individual.
4. Prinsip pembelajaran mikro antara lain: a) Fokus pada penampilan, b) Spesifik dan konkrit, c) Umpan balik, d) Keseimbangan, e) Ketuntasan, f) Maju berkelanjutan.
5. Guru yang efektif dalam melaksanakan pembelajaran terutama adalah yang mampu melaksanakan tugas pembelajaran secara efektif yaitu terjadinya perubahan perilaku pada siswa.
6. Menurut Bettencourt, mengajar yang efektif (guru efektif) adalah yang mampu merangsang siswa berpikir, yaitu antara lain melalui: a) Berpartisipasi dengan siswa membentuk pengetahuannya, b) Membuat makna, c) Memberi kejelasan, d) Bersikap kritis, dan e) Melakukan justifikasi.

*Gambar 2. Exercise/ Practice*



Based on the analysis of student needs about what obstacles they experience when learning microteaching, namely the lack of public speaking skills or communication skills. Therefore, the added dimension of courage and ability in communication in this module is in the form of exercises/practices, where students are given the opportunity to practice/practice basic teaching skills and encourage students to openly and responsibly express the strengths and weaknesses of each participant who performs the simulation.



Gambar 3. Rangkuman dan Tes Formatif

In the module development stage based on an analysis of student barriers to learning, the dimension of confidence in one's own abilities is added in the form of summary and formative tests. This element is intended so that students can strengthen their understanding and know the competencies that have been achieved through the material provided as a form of reflection on the material that has been studied.

a. Hasil Validasi

To find out the validation of the modules that have been developed, validation tests are carried out on the modules by experts and practitioners. The first expert validator by Mrs. Amalia Yahya, S.E., M.Hum. is a material and language expert as well as the head of the English study program at IAIN Palopo.

In the validation process, Mrs. Amalia Yahya, S.E., M.Hum. as material and language expert validators provide suggestions to pay attention to some typing errors in some words/sentences in the module. In addition, it is also related to module development in the form of material problems including the elements in the module. Mrs. Amalia pointed out that in chapters 1 and 2 it is better to simplify the practice by using a QR Barcode so that students simply scan the barcode to access the link to the material provided in the module. Expert validators also suggest that the material presented can be added with illustrations that can make it easier for students to understand the content of the module.

Suggestions submitted by the expert validator of module design and RPS, Ermawati, S.Pd., M.Pd. is related to the suitability between the image and the material to be presented as well as the consistency of the use of images where in chapter 1 using a cartoon image while in chapter 2 and others using a real picture, besides that the module layout also needs to be added a footer. The validator also adds suggestions to make the cover design even more attractive. For RPS, the validator suggests paying more attention to course descriptions where there is one component of the material that is not contained in the module.

b. Revisi Modul

From the series of development and validation stages of this module, the next step in the AI Development stage is to carry out a module revision based on the tools of the validator. Improvements to grammar and typing are carried out to increase the accuracy and accuracy of language. The cover/module cover design is also made more attractive with a more appropriate mix of colors and images. The material is also added with illustrations in the explanation so that students can better understand the contents of the module. In addition, the layout also added a footer which previously only displayed the header. The images used to describe the content of the material in several chapters were also replaced with real learning images instead of using cartoon images. The module elements for the exercises in chapters

1 and 2 are also added with a QR barcode to be scanned by readers to make it easier to access the material to be conveyed in the module, making it more practical for presenting the YouTube video material.

## Implementation

At this implementation stage, microteaching courses are taught in the English Education Study Program, Semester V class B using the developed module. In this stage, a practicality test is carried out, namely observing the implementation of the learning process, assessing lecturers using the module and responding to students after using the developed module.

The implementation of the module was carried out four times in class B Semester IV in the English Language Education Study Program. The lecturers who implemented the module implementation was Mustika, S.Pd., M.Pd. Implementation is carried out with a total of 30 students.

Based on the results of the implementation stage that has been carried out, it was obtained information that the self-esteem-based microteaching module that was developed still has some shortcomings. Among them are related to design, language and images, as well as module content. Regarding language, there are still some typing errors in some words and need to be corrected as suggested by the validator. In addition, related designs and images still need to be adjusted to the material to be presented. Even though it looks attractive and students feel comfortable using this module, there are still some detail images and layouts that need to be addressed.

## Product Try out

In this section, it will be described how the implementation of the developed module and how the results of the trial at the implementation stage will be. This section will also discuss the last stage of ADDIE development, namely Evaluation. The results of the evaluation are an explanation of the results of product trials in the form of validation, practicality and effectiveness.

## Experts' Validation

The expert validators consisted of three experts, namely experts in microteaching and English materials, teaching and module design experts, and practitioners (lecturers). Overall, the results of the validation of the three validators show that the learning tools developed are feasible to be used in teaching microteaching courses.

Based on the validation results, it shows that the validity of the Learning Device Design (RPS) and the entry module is in the very good category. The average value for aiRPS is ai159 which is in the very good category. While the module



assessment obtained an average value of 101 with the category obtained was very good. Based on the validator's assessment, information can be obtained that the learning design made is feasible to be tested.

In addition to an overall explanation of product validity, it will also explain the validity categories for each category.

Based on the results of product validation, data obtained that most aspects of the assessment are in the very good category, and only in the aspect of material selection which is included in the good category. Therefore, the RPS that was developed deserves to be tested.

Not only RPS, every aspect of the module will also be explained. Based on the analysis of the validity of each aspect of the module, namely content/material, images and language, presentation and graphics, the module validity data on aspects of content/material and presentation are included in the very good category. However, the good category is shown in aspects of language, graphics and images. Thus, the self-esteem-based microteaching teaching materials that were developed were declared worthy of trial.

#### Try Out

The trial was carried out in a number of empathy meetings. Two online meetings and two offline meetings. Conducted on fifth semester students of English Education Study Program. The trial was conducted by a lecturer in Micro teaching subject and accompanied by two observers who were tasked with seeing the implementation of the learning. After AI has carried out the learning process with the micro teaching AI module which was developed, an achievement test is conducted on students and the distribution of self-esteem questionnaires and student response sheets for the modules used. Meanwhile, lecturers are asked to give an assessment by filling out the module assessment sheet and RPS that have been compiled.

#### Practicality of Learning Equipment

The analysis of practicality data consists of three components, namely the analysis of (1) lecturers' assessments, (2) student responses, and (3) observations on the implementation of learning. The results of the three analyzes are as follows:

##### 1) Analysis of Lecturer Assessment Data

In the data analysis, the lecturer's assessment was carried out by asking for an assessment from the lecturer who carried out the trial of the learning device using the developed module. The assessment process by the teacher who conducted the pilot test was carried out after the trial process was carried out. The lecturer's assessment sheet includes an assessment of the RPSai and the developed module. Based on the ADTA data, it can be seen that the teacher's assessment of the developed indoul and iRPS is in the very good category. Therefore, both the developed module

and iRPS meet the practical criteria.

#### Analysis of Student Response Data

Based on the data, it can be seen that in terms of convenience and attractiveness aspects are included in the very good category, the benefit aspect is in the good category. Overall, students gave a "very good" response to the developed module. Thus, based on this analysis, it can be concluded that the Micro teaching module based on self-esteem for the English Education Study Program which is being developed meets practical criteria.

#### Analysis of Result Data Observation of Learning Implementation

Data retrieval of the results of the observation of the implementation of learning is carried out 4 times in the learning process. Observations were carried out by two lecturers. Based on the results of the analysis in the table above, it is known that the overall implementation of learning has reached a very good category with a percentage of 95%. So based on the results of the analysis, the learning tools have achieved practical criteria.

#### Analysis of Learning Device Effectiveness Data

After doing a pilot test using the developed module, the next step is to conduct a student learning achievement test and fill out a self-esteem questionnaire to test the effectiveness of the module. The average value of the student learning achievement tests is 89. Of the 28 students who took part in the learning, the average scores for their academic achievement tests were above the criteria for completeness and all students met the criteria for completeness. Thus, the overall percentage of completeness achieved is more than 80%, which is 100%. This means that the Module and RKPSa are effective in terms of student learning achievements.

#### Students' Motivation

Apart from learning achievements and student responses, the practicality of learning tools is also seen from student self-esteem questionnaires. The measurement of the level of self-esteem is carried out by filling out a questionnaire given to students at the end of product testing. From the data, it can be seen that of the three indicators of self-esteem, two indicators are in the high category and one indicator is in the medium category. Indicators that achieve a high category are indicators 1 and 3 with an empirical score of 30.16 and 27.72 respectively. While the empirical score for the second indicator is 23.23. The total score for all indicators reached 81.11 and the score was in the medium category. After learning AIII was carried out using the developed tools, the students were again asked to fill out a self-

esteem questionnaire. The level of self-esteem of students after participating in learning AIII by using the AIII developed product is one aspect that shows the effectiveness of the developed AIII module. From the data, it can be seen that students' self-esteem is in the high category, with an average empirical score of 87.57. However, there are four students who are in the medium category and three students are in the very high category. Of the 28 students, there were 21 students or 75% who achieved a score with a minimum score of high category. In this way, the percentage of achievement classically is 75%. This means that the learning tools are effective in terms of students' self-esteem.

### Product Revision

In the development of this teaching material in the form of a microteaching module for the English Language Education Study Program which is oriented towards student self-esteem, there are two product revisions. The first revision is at the development stage and the second after the implementation stage. The first revision is carried out at the development stage, namely when the expert validation test on the module is carried out. In the validation process, the module is revised based on input or suggestions from the validator. After the product was revised and declared fit for use, the resulting product was tested (implementation) on English Language Education students. In the final part of this implementation stage, students fill out a response questionnaire and do an achievement test, besides that, Aidosen provides an assessment of the module being developed. From this, you will get input that will be used as a foothold in revising the product.

In the development stage, an expert validation test is carried out on the developed module. There are two expert validators in module development to provide tools and input. The revision of this stage will produce a micro-teaching module which one to enter at the implementation stage. The following revisions were carried out in the first revision stage. 1) Change the cover design 2. Change the illustration image 3. Simplify practice items by using QR Barcode

## Final Product

The Micro teaching module for English Language Education has been developed and piloted using the ADDIE development principles. All stages of analysis, design, development, implementation and evaluation have been carried out. In the final stage of this research, it will be discussed how the level of validity, practicality and effectiveness of the micro teaching method that has been developed. In general, the developed modules fall into a very good category. To determine the validity of the teaching materials, the aspects of assessment used are 1) ai material 2) ai presentation, 3) ai language and images, 4) graphics. Meanwhile, aspects of language, pictures and graphics can be said to be good.

The material presented in the module not only teaches about microteaching in theory but also discusses how basic teaching skills are used in the context of teaching practice. The test subjects in this research study were students in the 5th semester English education study program. Therefore, the field of science they were studying was about how to be a good teacher candidate. The Microteaching course as a compulsory subject for the Faculty of Tarbiyah and Teacher Training is expected to provide a foundation and support so that students have more control over the scientific field of study programs. Therefore, the material is designed with the content of theory and practice about basic teaching skills. According to the questionnaire given, the material presented was considered very good by the students. This shows that the microteaching material presented is in accordance with the expectations and the scientific field studied by the students. In terms of drawing and graphics, the students generally rated well. The developed modules are designed and designed so that they are not boring and boring. However, in the aspect of assessing the graphic and language aspects of the module, it is in the good category and has not shown the maximum category.

In terms of practicality, the module developed in general can be said to be very good. This is seen from all the assessment components that fall into a very good category. The practicality component is seen in student responses, teacher assessments and implementation observations. Of all these components, the module shows a percentage above 95% i which indicates that the module is categorized as very good practically.

In the student response component, aspects of the assessment that fall into the very good category are ease and attractiveness. While the usability aspect was assessed well by students. The modules developed are adapted to the needs and abilities of students. Therefore, the material taught will not feel too difficult to understand for students. Meanwhile, the various Babai that are presented are arranged in order to have a value of benefit for them. For example Babai on basic

teaching skills 1, 2 and 3 which are used for practical teaching. In the lecturer component, the module is categorized as very good, both in terms of convenience, attractiveness, and usefulness.

In the implementation component of learning, all aspects fall into the very good category. All aspects of both lecturer activities, student activities and the implementation of KBM were assessed by the observers in the very good category. Implementation is an important thing because it will determine whether the compiled module can be implemented properly or not. The lack of implementation will lead to the value of the practicality of the module

The effectiveness of learning tools can be seen from student achievement and student self-esteem. For student achievement, all students are included in the completeness category. Meanwhile, students' self-esteem is included in the high category. All indicators of self-esteem, both self-respect and self-respect, courage and ability in communication, as well as confidence in one's own abilities, show a high category. Therefore, the micro-teaching module developed is categorized as effective.

The Micro teaching module for Self Esteem-based English Education is an immodule designed not only to improve the ability to master basic teaching skills, but also how to improve students' self-esteem. The module is designed with a contextual concept, meaning that the material presented must be related to the daily life and needs of students. With contextual material, students feel motivated to learn more.

## Conclusion

The development of the microaiteaching module as a teaching material for students in the English Education Study Program requires not only the depth of the material but also the appropriateness of the context of the subject matter. In this study, the basic things that need to be considered in order to achieve validity, effectiveness and practicality are the attractiveness of the module display, the suitability of the illustrated images with the material presented in each chapter, the ease of reading and the suitability of the material themes with what students want.

From this research, the implementation stage has been reached. This stage is about 80% of the entire research stage. From this stage, the modules that have been implemented have been compiled, data on the effectiveness of the modules, the practicality of the modules and the validity of the modules. The next stage is conducting data analysis, data interpretation and discussion. From the data interpretation stage, numbers and criteria will be obtained from the practicality, effectiveness and validity of the developed module.

Some of the limitations of this research are related to the timing and graphic design of the module. The implementation of the pilot module trial was only limited to four meetings. This is because the module material being tested is slightly different from the material in the study program. With these differences, you will be worried that it will cause incomplete learning. Therefore, the implementation of the module was only carried out in as many as four meetings for students. In addition, in designing the module, researchers are still constrained by the lack of ability in graphic design. Therefore, the module that has been developed is limited to being designed using a Microsoft Office Word. Maybe for further research, the module can be designed with the CorelDraw software.

The future suggestion for other research is to develop a micro teaching module specifically for English language education which is more comprehensive in its discussion by adding material to the theoretical aspect. Students need special books that are more in-depth as a reference for carrying out teaching practices. The output of graduates from the Faculty of Tarbiyah and Teacher Training is a teacher profession. Therefore, students, especially in English education, must master basic teaching skills with high self-esteem so that they not only master the material, but can also practice it very well.

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