ABSTRACT

Stasia, Bella. 2013. *Microteaching Students' Perception on the Use of Reinforcement Skill in Microteaching Class*. Yogyakarta: Sanata Dharma University.

There is a similar aspect learnt in education and psychology field, i.e. behavior. The research deals with behavior of students in a classroom. The teacher needs teaching skills to maintain classroom condition. One of them is reinforcement skill.

There are two problems proposed in this research. The first is what Microteaching students' perception on the use of reinforcement skill in Microteaching class is. The second is what the suggestions of Microteaching students on the use of reinforcement skill in Microteaching class are.

To solve the problems, the researcher conducted a survey research. Survey research is to gain information from a group of people to describe characteristics such as ability, opinions or knowledge through asking question and draw a sample rather than involving all the members of population (Fraenkel & Wallen, 2009). The samples were Microteaching students who have implemented reinforcement skill in Microteachingclass. The instruments used in this research were questionnaire and focused group discussion (FGD). The participants were Microteaching students who were taking Microteaching course in even semester of 2012.

From the research results in the first problem, it was concluded that Microteaching students had positive perception on the use of reinforcement skill in Microteaching class. The teacher candidates have implemented reinforcement skill in their teaching practice using verbal and non-verbal form. Still, there were teachers who tend to use verbal rather than non-verbal. To solve the second problem, the researcher perceived two suggestions. The first is for the teacher candidates in Microteaching class and the second is for the implementation reinforcement skill in Microteaching class.

Keywords: *perception, Microteaching, reinforcement skill*

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Ada kesamaan aspek yang dipelajari dalam bidang pendidikan maupun psikologi, yaitu tingkah laku. Penelitian ini mengenai tingkah laku siswa dalam kelas. Guru memerlukan ketrampilan untuk menjaga kondisi kelas. Salah satunya adalah ketrampilan penguatan.

Ada dua permasalahan yang diangkat dalam penelitian ini. Masalah yang pertama apa persepsi siswa kelas Microteaching terhadap penggunaan ketrampilan penguatan di kelas Microteaching. Masalah yang kedua apa saran-saran siswa Microteaching terhadap penggunaan ketrampilan penguatan di kelas Microteaching?

Untuk mencari solusi permasalahan tersebut, peneliti menggunakan metode survei. Survei digunakan untuk menggali informasi dari sekelompok orang untuk menggambarkan karakteristik seperti kemampuan, pendapat atau ilmu pengetahuan dan lebih menggunakan sampel daripada mengikutsertakan seluruh populasi (Fraenkel & Wallen, 2009). Penelitian ini menggunakan sampel siswa Microteaching yang sudah mengimplementasikan ketrampilan penguatan dalam kelas Microteaching. Instrumen yang digunakan adalah kuisioner dan fokus grup diskusi (FGD). Partisipannya adalah siswa Microteaching yang mengambil mata kuliah Microteaching di semester genap tahun 2012.

Dari hasil penelitian pada permasalahan pertama, dapat disimpulkan bahwa siswa Microteaching mempunyai persepsi positif terhadap penggunaan ketrampilan penguatan dalam kelas Microteaching. Para calon guru tersebut telah mengimplementasikan ketrampilan penguatan dalam bentuk verbal dan non-verbal ketika berlatih mengajar. Tetapi, ada beberapa calon guru yang cenderung menggunakan bentuk verbal daripada non-verbal. Untuk mencari solusi permasalahan kedua, ada dua saran. Saran yang pertama untuk para calon guru (siswa Microteaching) dan yang kedua untuk implementasi ketrampilan penguatan dalam kelas Microteaching.

Kata kunci: *perception, Microteaching, reinforcement skill*