

## ABSTRACT

*Nugraha, Yan Prima. (2021). Microteaching Student Teachers' Perceptions on the Utilization of Virtual Teaching Simulation During Covid 19 Pandemic Period. Yogyakarta: English Language Education Study Program, Sanata Dharma University.*

The pandemic of Covid-19 has led to an enormous impact on the world of education and learning. The utilization of virtual teaching simulation in microteaching classes in the current condition is essential to replace the offline teaching simulation. Therefore, the student teachers are obliged to adapt to various situations during the virtual teaching simulation, including; managing the virtual classes, providing reinforcement, using variations of virtual teaching style, and opening and closing the class. However, the student teachers' perception of virtual teaching simulation can influence the student teachers' behavior, leading to better teaching on the following teaching simulation. Because of those reasons, the researcher was inspired to analyze student teachers' perceptions of virtual teaching simulation utilization.

There were two research questions: 1) What are the student teachers' perceptions on the utilization of virtual teaching simulation in the microteaching class G? 2) How do student teachers cope with the utilization of virtual teaching simulation? The data were collected from 16 of 18 student teachers on the microteaching class G at Sanata Dharma University enrolled in online courses to complete their regular courses.

The researcher used descriptive qualitative research to answer the research questions following data collection techniques; observation, an open-ended questionnaire, and a semi-structured interview. The researcher divided the observation into two parts; During the midterm test and the final test. Afterward, the researcher distributed the open-ended questionnaire in the form of 9 statements divided into four parts; Analyzing the perception of the implementation of pedagogical skills, classroom management, distributing feedback, and the future suggestion to the microteaching course. The researcher analyzed the data gathered using verbal statements, not numbers, and discussed them based on two research questions. Then, the researcher interviewed some interviewees to dig out more information. The interview and the observation results were triangulated with the result of the open-ended questionnaire.

This research showed that the student teachers had improved at the accuracy of classroom management through the process of adaptation through several simulations and constructive feedback from the lecturer and observer. The adaptation also influences the student teachers to confront the challenges of the virtual teaching simulation to be ready for the real teaching at the next semester.

**Keywords:** Microteaching, perception, teaching simulation, virtual teaching

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Pandemi Covid-19 membawa dampak yang sangat besar bagi dunia pendidikan dan pembelajaran. Pemanfaatan simulasi pengajaran virtual di kelas microteaching pada kondisi saat ini sangat penting untuk menggantikan simulasi pengajaran offline. Oleh karena itu, mahasiswa calon guru wajib beradaptasi dengan berbagai situasi selama simulasi mengajar virtual, antara lain; mengelola kelas virtual, memberikan penguatan, menggunakan variasi gaya mengajar virtual, dan membuka dan menutup kelas. Namun, persepsi mahasiswa calon guru terhadap simulasi pengajaran virtual dapat mempengaruhi perilaku guru siswa, yang mengarah ke pengajaran yang lebih baik pada simulasi pengajaran berikutnya. Karena alasan tersebut, peneliti terinspirasi untuk menganalisis persepsi siswa guru terhadap pemanfaatan simulasi pengajaran virtual.

Ada dua rumusan masalah yang dikaji dalam penelitian ini: 1) Bagaimana persepsi mahasiswa calon guru terhadap pemanfaatan simulasi pengajaran virtual pada microteaching kelas G? 2) Bagaimana mahasiswa calon guru menghadapi simulasi pengajaran virtual? Data dikumpulkan dari 16 dari 18 mahasiswa calon guru pada microteaching kelas G Universitas Sanata Dharma yang mengikuti kursus online untuk menyelesaikan kursus reguler mereka.

Peneliti menggunakan metode deskriptif kualitatif untuk menjawab rumusan masalah. Berikut Instrumen pengumpulan data; observasi, kuesioner terbuka, dan semi terstruktur wawancara. Peneliti membagi observasi menjadi dua sesi; Saat ujian tengah semester dan ujian akhir. Selanjutnya peneliti membagikan kuisisioner terbuka, yang tersusun dari 9 pernyataan yang terbagi menjadi empat bagian; Menganalisis persepsi penerapan kompetensi pedagogik, pengelolaan kelas, proses pendistribusian umpan balik, dan saran untuk mata kuliah microteaching yang akan datang. Peneliti menganalisis data yang dikumpulkan menggunakan pernyataan verbal dan mendiskusikannya berdasarkan dua pertanyaan penelitian. Kemudian, peneliti mewawancarai beberapa respondent untuk menggali informasi lebih lanjut. Hasil wawancara dan observasi ditriangulasi dengan hasil kuisisioner terbuka.

Hasil penelitian menunjukkan bahwa mahasiswa calon guru mengalami peningkatan dalam pengelolaan kelas dengan proses adaptasi melalui beberapa simulasi dan umpan balik dari dosen dan pengamat, sehingga mahasiswa calon guru dapat lebih siap untuk praktik mengajar di semester berikutnya.

**Kata kunci:** *Microteaching, perception, teaching simulation, virtual teaching*