

Benefits Of Using *E-Learning* In *Micro Teaching* Courses

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ABSTRACT

The purpose of this research is to analyze the benefits of using e-learning in micro teaching courses. This type of research is descriptive qualitative using survey research procedures through literature study and field study. Literature study was conducted through literature search from books and reputable online sites. Field studies were conducted through observations related to the benefits provided by the use of e-learning for 6th semester students in micro teaching courses. The results showed that there were positive benefits obtained by students from the use of e-learning in micro teaching courses.

Keywords: *E-learning, micro teaching*

INTRODUCTION

Teaching and learning scenarios need to be carefully prepared in a learning curriculum that is designed to be internet-based. Implementing internet-based learning does not mean just putting teaching materials on the web. In addition to teaching materials, learning scenarios need to be carefully prepared to invite learners' active and constructive involvement in the learning process supported by technology. The development of information technology in recent years has grown at a very high speed. One of the fields that get a significant impact with the development of this technology is the field of education, where basically education is a process of communication and information from educators to students containing educational information, which has elements of educators as a source of

information, media as a means of presenting ideas, ideas and educational materials and students themselves, some parts of this element get a touch of information technology media, thus sparking the birth of the idea of e-learning (Utomo, 2001).

New technology, especially in the field of ICT, has an increasingly important role in learning. Many people believe that multimedia will be able to bring us to a learning situation where "learning with effort" will be replaced with "learning with fun". Especially in adult learning, learning with effort is quite difficult to implement due to various limiting factors such as age, ability to capture, willingness to try and others.

Combining face-to-face meetings with e-learning can increase contribution and interactivity among learners. Through face-to-face

meetings, learners can get to know their fellow learners and teachers. This familiarity is very supportive of their virtual collaboration. Careful preparation before implementing multimedia-based learning plays an important role for the smooth running of the learning process. All preparations such as scheduling to determining communication techniques during the learning process are important stages in implementing web-based learning (Elyas, 2018).

Based on the world digital competitiveness ranking site, which is a site that presents information related to the digital competitiveness of countries around the world every year. Where the assessment indicators are based on three aspects, namely Knowledge, Technology, and Future readiness. The latest data for 2022 shows that Indonesia ranks 51st in the utilization of digital technology. Indonesia has increased since the last three years from 2020 to 56th, 2021 to 52nd and finally 2022. (World Digital Competitiveness Rankings - IMD, n.d.). Next, the United Nation (UN) E-Government Survey 2022 data shows that Indonesia is ranked 77th (Erlangga, 2022).

This shows an increase from the previous ranking in 2020, which was 88th. Supporting the above, the President of the Republic of Indonesia started the first step through his instruction to expand access and improve digital infrastructure in the government sector, public services, health sector, education, trade, industry and all sectors in Indonesia (Indonesia Baik Id, 2022).

Supporting the government's

program, the use of digital technology in education has increased. This is reinforced by the statement of the Minister of Education, Culture Research and Technology that by 2022 more than 1.6 million teachers have utilized the Merdeka Mengajar platform as a self-development tool, then there are more than 92 thousand learning contents, 3,500 learning communities for teachers, and 724 students participating in the independent Campus program as a self-development tool (Selatan, 2022).

However, despite the development of digital transformation in Indonesia every year, there are still many challenges faced by each sector. The education sector is one of them that is still experiencing a dilemma in the process of implementing digital era education. There is still a gap between the availability of technological infrastructure and the digital competence of practitioners in education.

Digital transformation in the education sector is characterized by the implementation of learning using a blended learning model, namely the teaching and learning process by combining conventional learning models and learning using E-Learning or better known as online. According to (Siswanto, 2022) digital transformation does not only revolutionize online learning but all aspects of education. Siswanto further said that digital transformation in the education sector can be an opportunity as well as a challenge, depending on how the institution responds to it. According to Hasan et al. (2022) the first opportunity

is access to education for the community, especially in remote or isolated areas. Through the availability of technology, education can be accessed from anywhere. The second opportunity provides an enhanced experience of personal or independent learning adaptation for students. The third opportunity is the birth of innovative and interesting learning methods following technological developments such as games, simulations, or virtual reality (Hasan et al., 2022).

Prospective teacher students must be well educated and trained so that their teaching abilities can develop optimally. Prospective teachers must be able to master teaching skills because this is a provision for students as prospective teachers to become professional educators. One of the very important practical courses as a form of preparation for prospective teacher training in which there is micro teaching practice through micro teaching practice prospective teacher students get real experience in practicing teaching.

Before carrying out the learning process or teaching performance training through the micro teaching approach, you must first make and make several preparations. The preparation essentially consists of 2 parts, namely the first mastery of the concept or theory of learning including the types of basic teaching skills to be trained, and the second physical preparation, which concerns the learning facilities and infrastructure that will support the implementation of micro teaching, namely making micro teaching preparation or planning.

Micro teaching is one of the

teaching and learning exercises for prospective teacher students to develop teaching skills and as a medium of practice interacting with students. Micro teaching is one approach or way to train teaching performances that are carried out in a "micro" or simplified manner (Sukirman, 2012).

Micro teaching is a teaching activity carried out by simplifying all existing components. Such as the number of students (5-10 people) who are only the environment of their own friends, teaching time is only 15 minutes, the lesson material is only one or two small units that are only focused on certain teaching skills under the guidance of a supervisor.

Based on researchers' observations of students taking Micro Teaching courses, the main problems that often arise in this micro teaching are such as lack of speaking skills in the classroom so that it makes obstacles in delivering learning materials, lack of confidence in students, and not knowing how to manage the class properly which results in lack of creativity in using media so that it seems monotonous, less able to motivate and provide reinforcement to students, to the lack of variety of teaching techniques and strategies.

Semester VII students in all study programs at the Faculty of Tarbiyah and Teacher Science UIN Sheikh ali Hasan Ahmad Addary Padangsidempuan are required to take part in PLP (Introduction to School Field) activities. Where in the implementation of PLP students are really faced with the actual class.

Students are required to be able to practice all teaching practice experiences during micro teaching

which is only attended by their own friends. Here students can really feel how to be a real teacher who is required to have very complex competencies not only able to convey material, but also must be able to provide a good example to students.

The problems felt by students when preparing lesson plans in the form of lesson plans and teaching materials related to the elaboration of indicators, formulating objectives, determining methods, and interesting learning media and evaluation tools and during the implementation of micro teaching are still difficult for students to understand or apply. Therefore, researchers are interested in knowing and analyzing the benefits of mastering e-learning in micro teaching courses.

Microteaching is a teaching training method that involves teaching on a small scale for a short duration, usually conducted by prospective teachers or teachers in front of a small group of students or peers (Nasar et al, 2020).

This method is designed to improve teaching skills through constructive feedback and self-reflection. In the digital era, microteaching can be integrated with various technologies, such as video recording, e-learning platforms, and digital collaboration tools, to create a more interactive and effective learning environment (Syamsuri et al, 2020).

Microteaching as a type of teaching that takes place in a limited environment with a small number of students, often ranging from three to ten, and lasts only five to twenty

minutes. Microteaching is a performance training approach that eliminates or reduces the complexity of traditional learning and teaching methods by being smaller and more manageable parts that practitioners can master in a controlled laboratory-based environment (Zahraini et al, 2021).

Microteaching as a learning resource center in the digital era offers many benefits. First, the use of digital technology in microteaching video recordings of teaching sessions that can be used for in-depth analysis and reflection. Second, e-learning platforms provide easy access for learners to access learning materials, discussions, and feedback from instructors or fellow participants. Third, digital collaboration tools such as online forums and instant messaging applications support more flexible interaction and collaboration between instructors and learners (Trinova and Izat, 2022).

A learning center is a place or environment specifically designed to support the teaching and learning process. Learning centers can be physical or virtual spaces that provide resources, facilities and support to facilitate effective and efficient learning (I Kadek Suartama, 2013).

The main function of learning centers is to provide students, teachers and educational staff with access to various learning tools and materials, as well as to create an atmosphere conducive to the learning process (Kusnandar et al, 2022).

A shift in behavior is an indication of learning. Although learning occurs in a group

environment, learning actually occurs within each person involved (Sadiman et al, 2020).

In addition, digitized microteaching is also a rich resource for teachers' professional development. With a digital archive of microteaching sessions, teachers can build a digital portfolio that can be used for evaluation and career development.

The implementation of digital-based microteaching also encourages teachers to be more technologically literate and integrate various digital tools in their daily teaching practices. the implementation of microteaching as a learning resource center in the digital era is inseparable from challenges. The main challenges are the readiness of the technology infrastructure and the digital competencies of the teachers and learners. There is a need to ensure that the use of technology in microteaching does not detract from the essence of the learning process itself, namely human interaction and the development of social skills (Nasutio et al, 2014).

Based on the above background with these objectives, this is in line with previous research conducted by (Fitriani et al., 2022) "Problems of Prospective Teacher Students in Carrying out Micro Teaching Learning at STIQ Amuntai" revealed that students encountered a number of challenges when doing micro teaching. Sudjana claims that in his investigation good learning media can increase learning motivation.

Lecture managers must provide e-learning applications as a practical and effective medium. The application system must be able to accommodate the needs of Microteaching lectures and

the conditions of its users. Among those that can be used is the Learning Management System application (Syaikh Abdurrahman, 2022). An educator can determine the learning design by first analyzing the situation of students (Handayani et al, 2021).

In line with previous research, researchers use e-learning in the form of a website in the form of wordpress, youtube applications and gamma applications to find out the benefits of e-learning in micro teaching courses.

RESEARCH METHODS

The type of research used is qualitative research with a descriptive approach where the data taken is based on the facts obtained. Descriptive qualitative data analysis method is a method that helps describe, show or summarize data in a constructive way that refers to a statistical description that helps understand data details by summarizing and finding patterns from certain data samples. According to Hamdi and Bahrudin (2014), *descriptive research* is a research method aimed at describing existing phenomena without any engineering and manipulation of circumstances. The analysis process in descriptive research is to present, analyze, and interpret. Based on the explanation above, it can be concluded that descriptive research is a study that explains a description of specific research data based on natural and social events that occur in society. Descriptive research seeks to collect information to answer researcher questions by paying attention to aspects obtained from a lot of research data, so that it can describe a condition, event, or phenomenon specifically and

sequentially. The purpose of this research is to find out the benefits of mastering e-learning in micro teaching courses.

This research uses survey research procedures through literature study and field study. Desk study is the process of conducting an overview of previously published literature on a variety of topics. The literature reviewed or studied can refer to non-fiction writings of scientific papers, theses, dissertations or writings outside scientific works but still non-fiction writings such as books or articles. A literature review can provide readers with an overview of the knowledge, content of the work being reviewed and also answer basic questions from a theory that forms the background of the literature review. There are 4 steps that people need to do in carrying out literature study activities, including 1) searching for literature relevant to the topic, researchers can start from the broadest topic first, then slowly narrow down to find the desired topic. 2) reviewing the validity of the literature, the next process that is important to do is reviewing the validity of the literature of the reading material sought so that the information obtained is valid. 3) adjusting the content to the topic of the writing carried, before actually writing scientific papers based on the literature found, it would be better to make sure again about the suitability of the content of the literature with the topic of the scientific work that should be made. 4) outline and write scientific papers, then researchers can write scientific papers according to the literature found.

Researchers can try to make a writing outline first before entering into full scientific writing. Types of literature studies include: 1) based on the source, namely: a) books, it is best to analyze books that come from authors who do have the capability of writing topics in related books, b) journals or papers, it must be ensured that what is written in these journals or papers is true and in accordance with the facts in the field, c) theses, theses or dissertations, are better sources in conducting literature studies because they should contain knowledge that can already be validated. 2) by content, including: a) the author's thoughts, the author's thoughts may be the most common literature study activity, b) the content of the book as a whole, this literature study is more similar to reviewing or reviewing literature, c) history, the history of a topic of knowledge can also be something that is important to include in scientific work.

DISCUSSION AND DISCUSSION

Literature studies that have been conducted through book literature and internet sites explain that there are benefits of e-learning in learning.

WordPress is a content management system (CMS) that can be used to create websites. Content management system is an application that can help users create, manage, and edit websites more easily. With CMS, you don't need to master programming languages to be able to create your own website.

WordPress is the most popular CMS in the world. By 2024, more than 63 million websites in the world will be

built using WordPress. This equates to about 43% of all websites in the world.

WordPress is an open-source CMS licensed under the GPLv2. Anyone can use and modify the WordPress application for free. Modifications mean creating or adding desired features, such as plugins and themes, freely.

WordPress.com is a hosting service from WordPress that is suitable for beginner bloggers who are just learning how to create and manage websites.

You can use WordPress.com for free and for a fee. In the free version, you can create a website with up to 3GB of hosting capacity. The paid version starts at Rp44,700 per month for a 6GB capacity.

One of the drawbacks of the free version of WordPress.com is that the website address uses a WordPress.com subdomain, such as (blogsaya).wordpress.com. This address cannot be changed to your own domain name, unless you upgrade to a paid service.

Here are some of the advantages of WordPress that make it the best CMS to date: 1) User-friendly interface, WordPress is one of the easiest CMS to understand, even by beginners. With WordPress, you can do a variety of website management, without the need to understand programming languages. This user-friendly display makes WordPress can be used by various groups, ranging from beginners, to users who already understand programming languages though. 2) There is an extensive community forum, as mentioned earlier, WordPress is an open-source platform. This means that developers

can use, edit, or study the code freely. Because it is open-source, developers or programmers can also share their programming or troubleshooting with other developers through the community forum. Users can also find a wide selection of plugins and themes with a GPLv2 license, aka free. 3) Many tutorials available, as the most popular CMS in the world, WordPress also has a very wide community network. The size of the WordPress community also means that you can easily find tutorials for anything. From simple website building guides to complex troubleshooting. 4) Plenty of plugins and themes to choose from, since it's open-source, there are many third parties that have developed this CMS. As a result, there are more than 450,000 plugin options that can be used. Starting from plugins to optimize SEO, add forms, or other specific needs can be easily searched.

This certainly makes it easier to manage a website, because users don't need to do coding to be able to add various features to the website. Simply search, install, and activate the plugin.

Not only plugins, there is also a wide selection of website themes, either developed by the WordPress team or by third-parties, such as Hestia, ThemeForest, OceanWP, and many more. Users can easily find themes based on their website needs, ranging from personal blogs, e-commerce, portfolios, and many more.

In addition to based on needs, users can search for themes based on the number of layouts, color options, and features they want. 5) Affordable cost, just by having a domain and hosting you can create a website using WordPress for free. Although there are

some paid plugins and themes, there are many alternative plugins and themes that can be used for free.

There are two ways to create a WordPress CMS-based website, namely through wordpress.com and WordPress installation on hosting or server. 1) Through WordPress.com, to create a website through wordpress.com, users need to register WordPress first. Next, choose the name of the website then install the theme to the plugin as desired.

Free or paid options are available depending on the package offered. If you choose the free option, your website address cannot be changed and the url will be namablog.wordpress.com.

However, if users choose to use premium, there is a custom domain option that you can use to change your website url from namablog.wordpress.com to your own domain name.

In addition to paying the subscription fee, you are also required to purchase your own domain. 2) Through Hosting/Server, users need to order domain and hosting services in advance. The domain is the address of your website, while the hosting is used to store the website data, database and email.

After the domain and hosting are active, users can install WordPress through the hosting control panel used. At Rumahweb, we use cPanel where WordPress installation can be done easily through the WP Toolkits menu or Softaculous auto installer (<https://www.rumahweb.com/journal/wordpress-adalah/>)

YouTube is the most popular online video viewing platform today. It even allows users to upload and share their own videos.

YouTube is a video-sharing website created by three former PayPal employees in February 2005. The website allows users to upload, watch, and share videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technologies to display a wide variety of user/creator-generated video content, including movie clips, TV clips, and music videos.

In addition, amateur content such as video blogs, short original videos, and educational videos are also available on the site. The development of Youtube as one of the most popular social media is an opportunity in the world of education. Youtube can be utilized by educational institutions as a teaching medium that is preferred by students, especially students find it easier to understand information in the form of knowledge through media related to information technology such as Youtube compared to conventional delivery in class.

Most students are interested in things that are visual videos compared to common ways such as delivering knowledge that only comes from books. By utilizing Youtube, students will be more interested in understanding a theory or knowledge. Through learning media using Youtube, students can understand material faster than learning through textbooks, because usually learning media is made interesting, so students will not feel bored. This is allegedly

able to increase student interest and motivation to learn (Mujianto, 2019).

In this digital era, it can be said that there are almost no millennial young people who do not know YouTube. If we look at it from a constructive point of view, YouTube is able to bring and educate users towards something that is constructive and oriented towards the goodness and happiness of many people without leaving values, norms and ethics and humanitarian principles.

Creating a lesson while changing the old pattern from teacher-centered to student-centered is one of the abilities of a teacher. The communication process, is the process of conveying messages from the source of the message through certain channels or media to the recipient of the message. This is the essence of learning. The components of the communication process consist of messages, message sources, channels or media, and message recipients.

The existence of factors inhibiting the communication process known as barriers and noises is the cause of the failure of the communication process such as limitations in memory, defects in the body, obstacles to geographical distance, differences in learning styles, interests, intelligence, time and others are one of the barriers to the communication process.

Based on classroom surveys, one of the causes of low learning outcomes in physics courses is due to the lack of use of interactive multimedia-based learning. Information technology can be used to develop learning models. One of the advantages that can be obtained

through the use of android to view video on YouTube as media in learning is that students are able to understand concepts in depth.

Video can be a medium for teacher reflection to evaluate the previous learning process so that in the future it can change the way of managing the class which has an impact on improving students' learning motivation. Video can also overcome distance and time limitations, be repeated when needed, develop students' opinions and imaginations and learning with video (visual) can improve students' memory and vocabulary (Aldin et al., 2023).

The development of YouTube is very fast and penetrates into various circles of society, both young children, teenagers, adults and parents. Not separated from the dualistic nature of the world, YouTube also has two side effects, one of which is constructive and the other is destructive. Being constructive or destructive is very dependent on the party, time and place of using the content in human life.

In addressing the dualism of these effects, it is necessary for humans to act wisely towards the media or tools used, namely YouTube. Information and communication technology can be utilized as one of the learning media, which is a tool that bridges the relationship between learners (students) and learning resources in the form of teachers and other learning resources.

In today's digital age, YouTube has evolved into one of the most popular and effective mediums as a learning resource. With a wide range of educational content available for free, the platform has changed the way

people access information and deepen their knowledge. From video tutorials to online lectures, YouTube provides flexible and dynamic learning opportunities for a wide range of people.

One of the main advantages of utilizing YouTube as a learning medium is the diversity of content that users can access. From science, technology and language topics to arts and practical skills, YouTube provides a wide selection of videos that can be tailored to individual learning needs. Content produced by experts, educators and professional practitioners is often a valuable learning resource and provides an in-depth perspective.

YouTube features such as playlists, subtitles and commenting also support interaction between users and content, which can enrich the learning experience. Playlists allow users to organize and manage related videos in one learning category, while subtitles help with comprehension of foreign language videos. The comments feature allows for open discussions that often provide additional insights from the user community.

The utilization of YouTube as a learning resource also encourages self-learning and self-paced learning. Users can access content anytime and anywhere, providing time and place flexibility. This is especially beneficial for those with busy schedules or a preference for learning outside of conventional hours.

However, to get the most out of YouTube, users need to be careful in

sorting out quality content. Since YouTube is an open platform, not all videos have guaranteed validity or credibility. Therefore, it is important to check the source of the content and read user reviews before relying on videos as learning materials.

With proper utilization, YouTube becomes an incredible learning resource, providing broad access to information and learning from around the world. The platform not only supports formal teaching, but also allows anyone to continue learning independently and develop new skills in a variety of fields (<https://s3tp.fip.unesa.ac.id/post/pemanfaatan-media-youtube-sebagai-sumber-belajar-yang-efektif>).

Gamma.app is a web-based presentation tool that uses artificial intelligence (AI) to help users structure content, choose visual layouts, and produce attractive presentation slides in just a few steps. Gamma combines the power of AI and the flexibility of modern design to quickly create presentations, documents and web stories.

The advantages of Gamma include: 1) no manual design, no need to create layouts from scratch. Gamma automatically provides professional design options based on the content entered, 2) interactive and responsive, slides can have interactive elements such as buttons, tabs, to images or videos that support the audience experience, 3) easy to use, just type the topic or copy-paste the script, and Gamma will turn it into a complete presentation structure in seconds, 4) integrated AI Writing Assistant,

Gamma can help develop ideas, organize presentation points, even rewrite sentences to make them more concise and interesting, 5) suitable for various needs, from academic presentations, research proposals, to seminar or teaching materials, Gamma is able to produce a professional and cohesive appearance.

The basic steps to use Gamma include: 1) open the gamma.app website and register for an account (free is available), 2) select the type of content you want to create: presentation, document, or web story, 3) enter a topic or main text, then click "Generate", 4) review the results and customize: users can edit, add images, tables, links, and more, 5) present live, export as PDF, or share links online.

Examples of Gamma Usage in Academic Scope are: 1) lecturers can create interactive lecture materials in a short time, 2) students can compile final project presentations or seminars with professional visuals, 3) presentations of study program activities, PKM, or community service become more interesting and communicative (<https://s1sj.fbs.unesa.ac.id/post/ai-bantu-kamu-presentasi-yuk-kenalan-dengan-gamma>).

Based on field studies, the following are the results of the display of e-learning usage made by students in micro teaching courses:



Figure 1. WordPress Page View

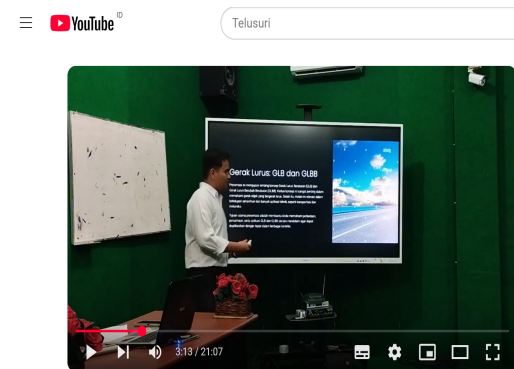


Figure 2. Youtube view



Figure 3. Gamma display 1

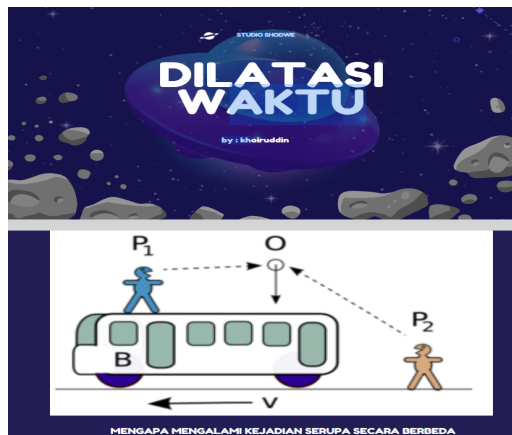


Figure 4. Gamma display 2

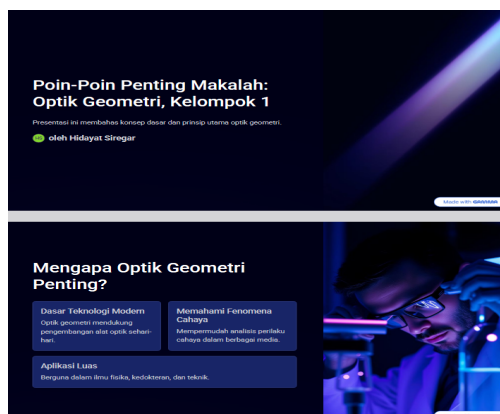


Figure 5. Gamma display 3



Figure 6. Gamma display 4

Based on Figures 1, 2, 3, 4, 5 and 6, it can be seen that e-learning provides positive benefits in learning. Active

learning lies when students have enthusiasm for the task, so the media used in micro teaching courses should be more interesting. This is in line with the research of Parinduri and Sitompul (2022) that there is an increase in student physics learning outcomes using the *STAD* type cooperative learning model with powerpoint media.

CONCLUSIONS

Based on the results of data analysis and discussion above, it can be concluded that there are positive benefits from the use of e-learning in micro teaching courses.

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