



Teaching Planning and Field Experience Practice in Preparing Professional Teachers

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Abstract

Micro teaching and field experience practice are two fundamental things in the world of Private Islamic Religious Higher Education which has an education study program. The purpose of this study was to determine the planning of *micro teaching* and field experience practices in preparing professional teachers at Private Islamic Universities in Padang City. The type of research used is qualitative research with a descriptive qualitative approach. The data sources in this article consist of *micro teaching* lecturers, field experience practice committee, dean / chairman, head of the Islamic Education department, and lecturers who have been field supervisors at Private Islamic Religious Universities at Private Islamic Religious Universities in Padang City. In collecting data, researchers used observation, interview and documentation techniques. The results showed that Private Islamic Religious Colleges have made *micro teaching* planning which is assigned responsibility to *micro teaching* lecturers, the planning stages include formulating lecture objectives, designing learning experiences that students will receive, planning lecture materials, paying attention to the availability of supporting infrastructure, and planning the final assessment process, but still not done in accordance with the theoretical references. While the planning of field experience practice, the planning carried out by the field experience practice committee has been carried out in accordance with the theoretical reference.

Keywords: Planning; Micro teaching; PPL; Professional Teachers

Abstrak

Micro teaching dan praktik pengalaman lapangan merupakan dua aspek penting dalam penyelenggaraan Pendidikan Tinggi Keagamaan Islam Swasta, terutama pada program studi pendidikan. Penelitian ini bertujuan untuk menganalisis bagaimana perencanaan *micro teaching* dan praktik pengalaman lapangan dilakukan guna mempersiapkan guru profesional di Perguruan Tinggi Keagamaan Islam Swasta di Kota Padang. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dalam penelitian ini diperoleh dari berbagai sumber, termasuk dosen *micro teaching*, panitia praktik pengalaman lapangan, dekan atau ketua, ketua jurusan Pendidikan Agama Islam, serta dosen pembimbing lapangan di Perguruan Tinggi Keagamaan Islam Swasta di Kota Padang. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa perencanaan *micro teaching* telah disusun dan dilaksanakan oleh dosen yang bertanggung jawab, mencakup tahap-tahap seperti merumuskan tujuan pembelajaran, merancang pengalaman belajar mahasiswa, menyusun materi kuliah, memperhatikan sarana dan prasarana yang tersedia, serta merancang sistem penilaian akhir. Namun, pelaksanaan tersebut belum sepenuhnya sesuai dengan kerangka teoritik yang ideal. Adapun dalam perencanaan praktik pengalaman lapangan, panitia telah menjalankan tugas secara optimal melalui langkah-langkah seperti pembentukan panitia, membuka pendaftaran bagi mahasiswa yang memenuhi kriteria, menyusun jadwal praktik, menentukan lokasi praktik, menunjuk dosen pembimbing lapangan dan guru pamong di sekolah atau madrasah, serta mempersiapkan berbagai kebutuhan administratif seperti surat-menyurat dan buku pedoman. Selain itu, panitia juga merancang pembekalan bagi peserta praktik.

Kata Kunci: Perencanaan; Micro teaching; Praktik pengalaman lapangan; Guru Profesional

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INTRODUCTION

Education plays a strategic role in efforts to educate the nation's life. Therefore, education is a very important and necessary aspect in human life.¹ The education system in Indonesia still faces various challenges, one of which is the low quality of teachers in carrying out the learning process. This is due to the complexity inherent in learning as one of the important parts of the educational effort.² In its implementation, learning involves various components that are interconnected and integrated, forming an inseparable unit.³ Some of the important components in learning include learning objectives, teaching materials, methods used, evaluations, and other aspects that support the success of the learning process.⁴ In this context, teachers or prospective teachers have a crucial role in the success of the learning process. A teacher is required to have professional competence in order to achieve the goals that have been set in each learning component.⁵

Moh. User Usman explained that the teaching profession is a job that requires professionalism. This requires mastery of a number of disciplines that must be studied in depth and applied in practice. In addition, a professional teacher must also have special competencies in the field of teaching in order to be able to carry out his duties and responsibilities optimally with the best abilities he has.⁶ Therefore, educational institutions for educational personnel, who are responsible for producing professional teacher candidates, must be able to prepare them well. Every educational institution for education personnel needs to develop two very important learning activities, namely *micro teaching* and field experience practice, as part of the designed curriculum.⁷ *Micro teaching* is a teaching activity carried out by prospective teachers by simplifying teaching methods.⁸ Epistemologically, *micro teaching* is based on learning theories that focus on experience and a reflective practice paradigm. Meanwhile, field experience practice is a program that provides opportunities for prospective teachers to undergo guided teaching practice. The purpose of this activity is to develop skills in delivering subject matter, and this

¹ Eva Dewi, "Portrait of Education in the Era of Technocentric Globalization and the Process of Dehumanization," *Sukma: Journal of Education* 3, no. 1 (2019): 93-116.

² Titi Kadi and Robiatul Awwaliyah, "Educational Innovation: Efforts to Solve Educational Problems in Indonesia," *Journal of Islam Nusantara* 1, no. 2 (2017), <http://jurnalnu.com/index.php/as/article/view/32>.

³ Wahyu Bagja Sulfemi, "Curriculum management in schools," 2019, <https://osf.io/preprints/inarxiv/9a7yr/>.

⁴ Nurul Huda, "Curriculum Development Management," *Al-Tanzim: Journal of Islamic Education Management* 1, no. 2 (2017): 52-75.

⁵ Sukirman, *Micro Teaching* (Jakarta: Directorate General of Islamic Education, 2012).

⁶ Moh. Uzer Usman, *Becoming a Professional Teacher* (Bandung: PT Remaja Rosdakarya, 2010).

⁷ Melda Delvia, "Readiness of the Field Experience Practice Technical Implementation Unit (UPT PPL) to Conduct Micro Teaching Management and Field Experience Practice (PPL) in Preparing Professional Teachers," *Journal on Education* 5, no. 2 (2023): 3752-58.

⁸ Uswatun Khasanah, *Introduction to Microteaching* (Deepublish, 2020), <https://books.google.com/books?hl=en&lr=&id=RQzyDwAAQBAJ&oi=fnd&pg=PP1&dq=Micro+teaching+merupakan+kegiatan+mengajar+yang+dilakukan+oleh+calon+guru+dengan+cara+menyederhanakan+cara+mengajar&ots=n8t7JdMubr&sig=q3K6AYTfSIVQLiw-QQZHFWOHwzk>.

activity is usually carried out within a certain period of time as part of the requirements to complete the educational program.⁹

The implementation of *micro teaching* and field experience practice has an important role in preparing prospective educators.¹⁰ Therefore, the success of these two activities is highly dependent on careful planning from educational institutions for educational personnel. Planning, also known as *planning*, is the process of preparing steps to solve a problem or carry out a task that aims to achieve the desired result.¹¹ Although studies on *micro teaching planning* and field experience practices are still limited, some related studies already exist. One of them is a study by Siti Aminah and Nur Ittihadatul Ummah, which identifies the steps of planning field experience practice, starting from student registration, coordination and debriefing between FTIK leaders, heads of *micro teaching*, committees, and leaders of practice institutions such as school principals, curriculum representatives, and teacher teachers involving practice students, to the stage of deployment at the practice institution.¹² Furthermore, Lia Rahmawati and Cicik Suriani also stated that the obstacle in *micro teaching* in preparing students for the Field Experience Program (PPL) lies more in the availability of facilities, such as classrooms (58.1%) and LCD (51.8%). However, they also noted that *micro teaching courses* are effective in supporting the success of PPL implementation in terms of teaching lecturers (75.1%) and students (80.8%), even though the facilities are considered quite effective (55%).¹³

Describing *micro teaching* planning and field experience practice is actually interesting because *micro teaching* and field experience practice should theoretically be planned by the technical implementation unit of field experience practice. Given the importance of planning in ensuring the success of these two activities to produce prospective professional teachers, research on this planning will contribute to managing and improving the quality of *micro teaching* and field experience practices. Thus, this study aims to dig deeper into *micro teaching planning* and field experience practices in preparing professional teachers at Private Islamic Universities in Padang City.

⁹ Zainal Asril, *Micro Teaching; Accompanied by Field Experience Guidelines*, 2 ed. (Jakarta: Rajawali Press, 2017).

¹⁰ Lia Rahmawati and Cicik Suriani, "Student Perception of the Effectiveness of Microteaching Courses on the Implementation of the Field Experience Program (PPL) for S1 Students of the Biology Education Study Program, FMIPA, State University of Medan," *Pelita Education Journal* 4, no. 3 (2016): 58–63.

¹¹ Weni Kurniawati, "Learning Planning Design," *An-Nur Journal: Islamic Education and Science Studies* 7 (2021).

¹² Siti Aminah and Ittihadatul Ummah, "Evaluation of the Implementation of Field Experience Practice (PPL) II of the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training (FTIK) in 2017-2018," *Jurnal Darussalam: Journal of Education, Communication and Islamic Legal Thought* 11, no. 1 (September 20, 2019): 95–114, <https://doi.org/10.30739/darussalam.v11i1.451>.

¹³ Rahmawati and Suriani, "Student Perception of the Effectiveness of Microteaching Courses on the Implementation of the Field Experience Program (PPL) for S1 Students of the Biology Education Study Program, FMIPA, State University of Medan."

RESEARCH METHOD

This study uses a qualitative method with a descriptive approach. This article aims to reveal how *micro teaching* planning and field experience practices are carried out by Islamic Religious Universities in Padang City.¹⁴ The data sources used in this study come from several categories, including: *micro teaching* lecturers, field experience practice committees, deans/chairmen, heads of Islamic Religious Education departments, and field supervisors involved in Private Islamic Religious Universities in Padang City. Some of the universities involved in this research include the Islamic Religious College of the West Sumatra Islamic Awakening Foundation, the Islamic Religious College for the Development of Qur'an Science West Sumatra, the Faculty of Islamic Religion of the University of Muhammadiyah West Sumatra, and the Islamic Religious College of the Tarbiyah Islamiyah Padang Foundation. The selection of data source categories is carried out using purposive sampling, where the category has been predetermined.¹⁵ The data collection techniques used in this study include observation, interviews, and documentation. The data obtained were then analyzed using the Miles and Huberman interactive model.¹⁶ The analysis process begins with data reduction, namely sorting the data obtained according to the topic discussed, namely *micro teaching planning* and field experience practices. The next stage is the presentation of data, which is carried out in the form of interview citations and tabulation tables, with the aim of mapping the data found in a more systematic manner. The last stage is the drawing of conclusions, which is carried out thoroughly and in-depth.¹⁷

RESULTS AND DISCUSSION

Micro teaching and field experience practice are two activities that are interrelated, even though they are carried out at different times. According to the chairman of STAI Yastis, Mr. Abdurrahman as the person in charge of these two activities, "University leaders appoint lecturers to plan *micro teaching*, while the field experience practice committee prepares a plan for the activity. Both have an important role in designing programs that are in accordance with the goals that have been set.¹⁸ In this section, the author will outline the planning of these two activities.

Micro Teaching Planning

Micro teaching planning is carried out by lecturers who have been appointed by the university. In this process, lecturers identify learning objectives and design various experiences that students will receive. This stage includes the formulation of lecture objectives, the preparation of teaching materials, the determination of the required infrastructure, and the final

¹⁴ Nana Sudjana and Ibrahim, *Educational Research and Assessment* (Bandung: Sinar Baru Algesindo, 2014).

¹⁵ W Gulo, *Research Methods* (Jakarta: Gramedia Widhiya Sarana Indonesia, 2000).

¹⁶ Matthew B. Miles and A. Michael Huberman, *An Expanded Source Book, Qualitative Data Analysis* (London: Sage Publication, 1984).

¹⁷ Miles and Huberman.

¹⁸ Abdurrahman, Interview Online, June 15, 2023.

assessment. One of the lecturers at the Faculty of Islamic Religion, University of Muhammadiyah West Sumatra explained that:

"Micro teaching planning must be carried out by the course supervisor who has been appointed by the university. Lecturers carry out the planning stage, starting in compiling a *micro teaching* syllabus and semester learning plan that must follow the guidebook published by the university. Furthermore, the supporting planning needed in *the micro teaching* course is complete, starting from labor *micro teaching* and the person in charge. However, the Faculty of Islamic Religion at the University of Muhammadiyah West Sumatra still lacks teaching staff and labor staff.¹⁹

Based on the results of the documentation data, micro teaching lecturers already have syllabi in the form of *hard files* and *soft files*. In the syllabus, it has also been seen that the purpose of *micro teaching* is so that students who are prospective teachers/educators have skills and attitudes that are in accordance with teacher competencies, in another sense with *micro teaching* will create professional teachers/educators such as students must be able to practice teaching skills.²⁰ Based on the syllabus documentation, it can be seen that the *micro teaching* supervisor has been quite good at implementing a professional attitude from the beginning for prospective teachers. The supervisor has included pedagogic competence, personality competence, professional competence and social competence in the syllabus so that students will know how skills are when teaching at actual educational institutions, such as students can describe and practice 13 skill models,²¹ This can be seen in the aspects that already exist in the syllabus, namely, *the micro teaching* supervisor has planned a conceptual and practical understanding of professional teachers into the final ability of each learning stage. Micro-teaching lecturers at the Faculty of Islamic Studies, Muhammadiyah University, West Sumatra have formulated indicators well. This can be seen from the compatibility between the indicators and the final ability of each stage of learning, and all the indicators formulated are in accordance with the needs of students, it's just that the numbering system is not appropriate and does not use the right operational verbs in the formulation of indicators, can be seen in the following table.²²

Final Ability of Each Stage of Learning	Indicator
Understand the policies and stages of <i>micro teaching</i> conceptually	Sequencing the conceptual stages of <i>micro teaching</i>

¹⁹ Surya Afdal, Direct Interview, May 2023.

²⁰ *Syllabus of Micro Teaching Courses for Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah West Sumatra, 2023.*

²¹ *Syllabus of Micro Teaching Courses in Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah West Sumatra.*

²² *Syllabus of Micro Teaching Courses in Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah West Sumatra.*

Understanding models of teaching skills	Describe multiple skills (13 skill models)
Designing syllabies, lesson plans, and practicing	Creating the concept of syllabi, lesson plans in preparation <i>for micro teaching</i>

Micro teaching *lecturers* have designed a learning experience that is in accordance with the learning outcomes of the course, the final ability of each learning stage and indicators. *The micro teaching lecturer* has planned the lecture material according to the final ability of each learning stage accompanied by the tools/resources/materials that have been determined by the *micro teaching lecturer*. Micro teaching *lecturers* have also planned assessments that will be carried out to measure students' abilities later according to the final abilities of each learning stage, such as essays for conceptual and *portfolio performance* for practice.²³ In line with what was done by the Faculty of Islamic Religion, University of Muhamadiyah West Sumatra, the West Sumatra College of Islamic Religion for the Development of Qur'an Science also handed over the responsibility of *micro teaching planning to the supervisor of the micro teaching course* appointed by the Department of Islamic Religious Education, as revealed by the *micro teaching lecturer* said that:

Because *micro teaching* is the same as other courses, the planning is carried out by the supervisor independently, which in the planning, students must be able to practice how to teach professionally later in accordance with the theory that has been taught previously in the teacher training courses that have been taken. In terms of infrastructure, the West Sumatra Islamic Religious College for the Development of Qur'an Studies already has but is not well coordinated and the West Sumatra Islamic Religious College for the Development of Qur'an Studies still lacks operator staff. In addition, *the micro teaching room* is used to cover local shortcomings.²⁴

Furthermore, the Islamic Religious College of the Tarbiyah Islamiyah Padang Foundation also handed over the responsibility of *micro teaching planning to the supervisor of the micro teaching course* appointed by the Islamic Religious Education department, as revealed by the *micro teaching lecturer* said that: "*micro teaching* is the same as other courses. The planning was handed over to *micro teaching lecturers*. As a learning plan, lecturers use *micro teaching books* as a guide.²⁵ Pada dokumentasi, The author did not find a course syllabus designed directly by a *micro teaching lecturer* at the Islamic College for the Development of Qur'an Science, West Sumatra. The author was only given a syllabus that had been made by the West Sumatra Islamic Religious College for the Development of Qur'an which was not used as a design in *the micro teaching course*. And at the Islamic Religious College of the Tarbiyah Islamiyah Padang

²³ *Syllabus of Micro Teaching Courses in Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhamadiyah West Sumatra.*

²⁴ Martono, Interview Online, Mai 2023.

²⁵ Zainal Asril, Interview Online, June 9, 2023.

Foundation, as an interview with a *micro teaching* lecturer stated that: "I use the syllabus in the *micro teaching* book that I compile."²⁶ Meanwhile, based on the results of an interview with the chairman of the Islamic Religious College of the West Sumatra Islamic Awakening Foundation, it was stated that,

The Islamic Religious College of the West Sumatra Islamic Awakening Foundation carried out *micro teaching planning* carried out by lecturers of the direct course. What is planned by lecturers is in the form of syllabus and semester learning plans, while the campus prepares all the needs for the implementation of *micro teaching* such as infrastructure facilities for implementation.²⁷

Based on the observations, interviews, and documentation mentioned above, Private Islamic Religious Universities have made *micro teaching plans* that are handed over to micro teaching lecturers independently, but have not been fully carried out in accordance with theoretical references. For example, lecturers plan syllabi and micro teaching semester learning plans that have not been well arranged, in the planning there is still a lack of staff (teaching staff and operators) and in planning there is still a lack of supporting infrastructure.

Field Experience Practice Planning

Similar to *micro teaching*, planning field experience practices must be done in a directed and clear manner. The planning of each field experience practice can be said to start from 0 (zero) in every Private Islamic Religious University in Padang City, because every time you will carry out field experience practice, the first planning is the formation of a field experience practice committee. The planning carried out has been carried out optimally with the following stages, the first step is the formation of a field experience practice committee, the second step is to accept registration for students who meet the requirements that have been determined, the third step is to make a field experience practice schedule; fourth, finding a location for students to conduct field practice; Fifth, selecting field supervisors and teachers in schools and madrasas; sixth, making correspondence, field experience practice manuals, assessments, and other materials related to the implementation of practice; And the last step is to arrange supplies.

The following is based on the author's interview with the leaders of the Islamic College of the Tarbiyah Islamiyah Padang Foundation and the person in charge of implementing the practice of field experience, respectively, explaining that,

The planning of field experience practice begins with the formation of a committee led by vice chairman I. Furthermore, through the head of the study program, vice chairman I prepares a field practice experience program. The leaders of the Islamic University of the Tarbiyah Islamiyah Padang Foundation then signed the decree after the committee had decided. The field experience practice committee then carries out its duties, including organizing field experience practice, including scheduling field experience practice, finding the location of field experience practice students, holding committee meetings, selecting

²⁶ Asril.

²⁷ Afrizal, Interview Online, Mai 2023.

field supervisors, and completing tasks (books, correspondence, field experience practice guidelines, assessments, and others) related to the implementation of field experience practice. In addition, the field experience practice committee organizes a briefing for two days or more for students, which usually takes place on the campus of the Islamic College of the Tarbiyah Islamiyah Padang Foundation two weeks before the release. Professional academics from Padang State University and UIN Imam Bonjol Padang helped deliver a briefing that included all the information students needed to become professionals in their fields. It is expected that all planning for field experience practice will result in professional instructors in the future.²⁸

In line with the Islamic Religious College of the Tarbiyah Islamiyah Padang Foundation, the Chairman of the field experience practice committee of the West Sumatra Islamic Religious College for the Development of Qur'an Knowledge (STAI-PIQ West Sumatra), during the interview stated that,

With the approval of the Chairman of the West Sumatra Islamic Religious College for the Development of Qur'anic Science, which serves as a coach, a field experience practice committee was formed. Usually, the administrators are the staff of the Islamic Religious Education study program. The committee ensures that the field experience practice is carried out smoothly before it is released, including student registration (right to participate or not), letters, field experience practice guidebook, field experience practice assessment book, field experience practice location, DPL, and coordinating with the school to accept or not, as well as providing briefings before release. The field experience practice committee oversees everything.²⁹

The documentation supports the statement made above by the chairman of the field practice experience committee of the Islamic University for the Development of Qur'an Science in West Sumatra. The planning of field experience practice activities is a collaborative effort of the field experience practice committee. The Chairman of the Islamic College for the Development of Qur'an Science in West Sumatra appointed the committee as a trustee. The committee cooperates with the madrasah or school where the field experience practice will be carried out, and the principal of the school or madrasah suggests a pamong teacher. The committee also selected a supervisor who is a postgraduate teacher in the training. Followed by the selection of madrasahs or schools and the last planning is to hold a briefing.³⁰ In order for students to have comprehensive and integrated teaching skills and be ready to become prospective professional teachers after completing their education, the committee has also set requirements for students to take part in field practice,³¹ the requirements are as follows, Students must be actively registered in higher education as a condition for participating in field experience practice activities. Have a minimum grade of C in *Micro teaching courses* as a prerequisite for graduation. Have completed an

²⁸ Abdurrahman, Interview Straightforward.

²⁹ Hasnah, Interview Online, Mai 2023.

³⁰ West Sumatra Islamic College for the Development of Qur'an Science, *Field Experience Practice Manual (PPL) for Students of the West Sumatra Islamic College for the Development of Qur'an Science*, 2022.

³¹ Islamic Religious College for the Development of Qur'an Science, West Sumatra.

academic load of 110 credits before participating in this program. It is mandatory to participate in training and preparatory meetings organized by the committee to support the implementation of field experience practices. Students who take part in field experience practice can take up to two other courses at the same time.³²

As part of the effort to prepare students optimally, the Faculty of Islamic Religion of the University of Muhammadiyah West Sumatra also prepared a field experience practice program with careful planning, similar to the approach taken by the Islamic Religious College of the Tarbiyah Islamiyah Padang Foundation and the Islamic Religious College for the Development of Qur'an Science in West Sumatra. The implementation of this program aims to provide opportunities for students to apply the knowledge gained in a real environment, both in teaching activities and other supporting tasks. Forming competent and professional education personnel in the field of teaching. To equip prospective educators with an understanding of various relevant non-academic aspects in the field.³³

Based on an interview conducted with the secretary of the Field Experience Practice committee of the Faculty of Islamic Religion, University of Muhammadiyah West Sumatra, it was explained that

The first step in PPL planning is the holding of a meeting by the dean with all heads of study programs in the faculty. In this meeting, it was decided by the chairman of the PPL committee in turn. For example, if the head of the Islamic Religious Education study program has served as the chairman of the Real Work Lecture (KKN), then he will not be re-elected as the chairman of PPL, and the position can be filled by the head of the Arabic Language Education study program for the Islamic Religious Education program. After the PPL chairman was elected, the PPL committee team began to be formed. The members of this team are not entirely from the Islamic Religious Education study program, but only as representatives. This team is then tasked with compiling various technical aspects of PPL implementation, including committee meetings, scheduling activities, appointing field supervisors, determining the location of PPL (usually in Muhammadiyah schools that already have cooperation with universities), and planning for debriefing. The briefing usually lasts for two days in the seminar room of building 2 on the 2nd floor, which has been equipped with adequate facilities. In addition, the committee is also responsible for resolving various obstacles that arise during the implementation of PPL.³⁴

The documentation supports this statement by explaining the planning steps carried out in the Field Experience Practice activities at the Faculty of Islamic Religion, University of Muhammadiyah West Sumatra, among others, students who want to take part in PPL are required to meet a number of requirements, namely, filling out and signing the registration form that has been provided by the PPL committee. Submit a copy of the Study Plan Card (KRS) from semester I

³² Islamic Religious College for the Development of Qur'an Science, West Sumatra.

³³ Faculty of Islamic Studies, University of Muhammadiyah West Sumatra, *Field Experience Practice Guidebook (PPL) Faculty of Islamic Studies, University of Muhammadiyah West Sumatra*, 2022.

³⁴ Khoiriah, Interview Straight, Mail 2023.

to semester VI. Do not take other courses while participating in PPL, except for thesis.³⁵ Recruitment of Pamong Teachers and Supervisors This process aims to ensure optimal guidance during the implementation of PPL. The determination of Madrasah or Training Schools, the selection of locations is carried out by considering the cooperation network that has been established with related educational institutions. The debriefing activities were carried out as an effort to prepare students in theory and practice before going into the field

CONCLUSION

This article concludes that micro teaching planning and field experience practice can be seen that Private Islamic Religious Universities in Padang City have made micro teaching planning which is handed over to micro teaching lecturers independently. The planning stages include formulating the objectives of the micro teaching lecture, then designing the learning experience that students will receive, then planning the micro teaching lecture material, paying attention to the availability of supporting infrastructure, and finally planning the final assessment process. However, micro teaching planning has not been fully carried out in accordance with theoretical references. For example, lecturers plan syllabi and learning plans for micro teaching semesters that have not been well arranged, in the planning there is still a lack of staff (teaching staff and operators) and in the planning there is still a lack of supporting infrastructure.

In terms of planning field experience practice, the efforts made have been optimized through several steps, including: the formation of a field experience practice implementation committee, accepting student registrations that meet certain requirements, compiling a schedule of field experience practice activities, determining the location of field experience practice for students, appointing field supervisors and pamong teachers in schools or madrasahs, preparing administration in the form of correspondence, Field Experience Practice Guidebook, Assessment Mechanism, and other things that support the smooth implementation of Field Experience Practice. In addition, planning also includes the implementation of debriefing for students before going into the field. So far, articles related to micro teaching planning and field experience practice have had various plans that have been carried out, it can be a reference for the leaders of Private Islamic Religious Universities, especially in Padang City.

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³⁵ Faculty of Islamic Studies, University of Muhammadiyah West Sumatra, *Field Experience Practice Guidebook (PPL) Faculty of Islamic Studies, University of Muhammadiyah West Sumatra.*

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