**DEVELOPMENT OF GUIDELINES FOR MICROTEACHING EARLY CHILDREN EDUCATION FACULTY IN UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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**Abstract:***.* *The purpose of this study was to determine the need for Micro Teaching Guidelines for PG PAUD UMS and produce Micro Teaching Guidelines for PG PAUD UMS according to student needs. This research is a type of research and development or R & D with ADDIE design. The subjects of this study were 6th semester students who were taking Micro Teaching courses and PG PAUD UMS lecturers. Data collection techniques were carried out using a google form questionnaire, and discussion group forums. The data analysis technique uses percentage analysis and content analysis. Percentage analysis was carried out on data from google form, content analysis was carried out on data from discussion results. The results of this study indicate that: (1) 100% of respondents need a Micro Teaching Guidebook specifically for PG PAUD; (2) 100% of students and lecturers of PG PAUD UMS understand the contents of the Micro Teaching Guideline for PG PAUD UMS and stated that the Guidelines are effectively used for learning guidelines for Micro Teaching PG PAUD UMS seen from the criteria for the percentage of effectiveness.*

***Keyword:*** *Guidelines, Micro Teaching , Early Childhood Education*

**Abstrak:.** Tujuan penelitian ini adalah untuk mengetahui kebutuhan Pedoman Micro Teaching PG PAUD UMS dan menghasilkan Pedoman Micro Teaching PG PAUD UMS sesuai kebutuhan siswa. Penelitian ini merupakan jenis penelitian dan pengembangan atau R&D dengan desain ADDIE. Subyek penelitian ini adalah mahasiswa semester 6 yang sedang mengambil mata kuliah Micro Teaching dan dosen PG PAUD UMS. Teknik pengumpulan data dilakukan dengan menggunakan kuesioner google form, dan forum diskusi kelompok. Teknik analisis data menggunakan analisis persentase dan analisis isi. Analisis persentase dilakukan pada data dari google form, analisis konten dilakukan pada data hasil diskusi. Hasil penelitian ini menunjukkan bahwa: (1) 100% responden membutuhkan Buku Panduan Micro Teaching khusus untuk PG PAUD; (2) 100% mahasiswa dan dosen PG PAUD UMS memahami isi Pedoman Micro Teaching PG PAUD UMS dan menyatakan Pedoman tersebut efektif digunakan untuk pedoman pembelajaran Micro Teaching PG PAUD UMS dilihat dari kriteria persentase efektivitas.

**Kata Kunci:** Pedoman, Micro Teaching, Pendidikan Anak Usia Dini

**INTRODUCTION**

The Faculty of Teacher Training and Education (FKIP) Universitas Muhammadiyah Surakarta (UMS) is a faculty that produces prospective teachers. To form the teaching skills of prospective teachers, FKIP students are required to take Micro Teaching courses. Micro Teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5 to 20 minutes (L.C. Singh, 1997 in Teng). So Micro Teaching is teaching that is reduced both in terms of the number of students and the time.

Early Childhood Education (AUD) is different from learning in school children. The difference is related to the means, goals, and situations. Judging from the way, PAUD learning is done through stimulation. In the 2003 National Education System Law Chapter 1 Article 1 paragraph 14 it is stated that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Based on the article, it is also known that the purpose of early childhood learning is to help children grow and develop. The situation of providing stimulation is carried out in play activities because children learn through play, as stated by Phelps (1997) "Children learn through their play". NAEYC (1996) has conveyed one of the principles of child development "Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development. Meanwhile It has outlined that one of the principles of early childhood education is "Learning through playing". “Play is a pedagogical tool for the teacher as well as a pathway for learning for the child” (French, 2007).

Micro Teaching is very important for prospective teachers. The results of research by Iyan Setiawan (2018) conducted research on the effectiveness of micro learning. The results show that Micro Teaching Learning has a positive effect on teaching skills in FKIP students. This means that the more effective Micro Teaching Learning, the better teaching skills. Sa'ad (2015) states that Micro Teaching is useful in improving teaching skills, classroom management, and the self-confidence of prospective teachers. However, the condition of facilities and infrastructure that is not good can result in Micro Teaching not being maximally successful. The results of Cahyono's research (2017) and Jardi (2013) show that students' lack of skill in applying basic teaching skills in teaching practice, the unavailability of standard implementation of Micro Teaching causes preparation and implementation of Micro Teaching only in the sufficient category. Based on the results of the research above, it is necessary to have a good Micro Teaching facility. One of these facilities is the existence of a Micro Teaching PAUD manual.

The Micro Teaching Laboratory in education faculty is a unit formed to take care of matters related to learners, including the implementation of Micro Teaching and Field Experience Practice (PPL). To support its performance, FKIP has published the book "Design and Guidelines for Micro Learning" (DPPM), with the aim that there is a common perception between students and lecturers in implementing micro learning. A manual is a book that provides information to guide or provide guidance to its readers to do what is conveyed in the book. Readers or users of the book include students who take Micro Teaching PAUD and PAUD lecturers.

The DPPM FKIP book should contain PAUD learning that is different from learning for school children. However, the fact is that DPPM has not accommodated the diversity of existing learning, including PAUD learning. In addition, the contents of the DPPM do not explicitly state the detailed activities carried out by its users. For this reason, it is necessary to develop a Micro Teaching Guidebook specifically for PAUD. The handbook developed in this study is a special guidebook for learning for early childhood which will be used by students and lecturers of Micro Teaching PG PAUD. When using this product, it is expected that users, lecturers and students will be more focused in carrying out their activities.

**METHODOLOGY**

2.1 Types of Research

This type of research is a research and development (R & D) ADDIE model which has five stages, namely Analysis, Design, Development, Implementation and Evaluation. 1) Analysis, analyzing the need for Micro Teaching manuals for the Early Childhood Education Teacher Education study program (PG PAUD) using a google form questionnaire. 2) Design, at this stage the researcher developed a draft of the PG PAUD Micro Teaching manual which was further validated by five PG PAUD lecturers and one media expert. 3) Development, researchers develop a product in the form of a complete PG PAUD Micro Teaching guidebook. This book was further validated by 10 PG PAUD lecturers. 4) Implementation, a guidebook for Micro Teaching PAUD that has been validated tested by several students, then implemented to students taking Micro Teaching courses and lecturers who have taught Micro Teaching PG PAUD. 5) Evaluation, the researcher assessed the effectiveness of the PAUD PG Micro Teaching Guidelines.

2.2 Research Subjects

The research was conducted on students who are taking Micro Teaching courses at the PG PAUD Study Program and the PG PAUD Lecturers at the University of Muhammadiyah Surakarta (UMS), Indonesia. In the needs analysis stage, there were 35 student respondents and 2 PG PAUD UMS lecturers. The design involves 5 learning experts and 1 media expert. In the Development phase, 10 PAUD and non PAUD PG Lecturers are involved. In the implementation phase, it involved 40 PG PAUD Micro Teaching students and 6 PAUD PG lecturers as experimental subjects.

2.3 Data Collection Techniques

The data collection technique in the analysis stage uses a google form questionnaire that contains questions about the need for the PG PAUD Micro Teaching Manual. the feasibility of the media that has been tested on students. The contents of the needs questionnaire consist of: the need for a PG PAUD Micro Teaching manual, the contents of the manual, as well as the necessary attachments. Design stage data was also collected through discussion forums with PG PAUD UMS lecturers. In the forum obtained some suggestions. In the Development phase, data were obtained through discussion forums and questionnaires given to 10 PG PAUD lecturers. Furthermore, the Guidebook for Micro Teaching PAUD which has been validated is implemented for PG PAUD students who are taking Micro Teaching courses as many as 40 people and PG PAUD lecturers as many as 6 people. Evaluation data for product effectiveness was obtained through a google form questionnaire.

2.4 Data analysis technique

Analysis of research data at the analysis stage of product requirements used percentage analysis. Meanwhile, data analysis at the Design stage uses content analysis based on suggestions developed in discussion forums. Data at the development stage uses content and percentage analysis, and data at the evaluation stage to determine effectiveness is analyzed through percentages. Descriptive percentage refers to the steps according to Riduwan (2004: 71-95) as follows: a) Calculating the respondent's value and each aspect or sub variable, b) Recap values, c) Calculating the average value, and d) Calculating percentage with the formula:

$$DP=\frac{n}{N}×100$$

Where DP = Descriptive Percentage (%),

n = Empirical Score (Score obtained);

N=Ideal Score for question items.

The percentage is confirmed using the criteria. The criteria used are the criteria for the Job Implementation Assessment List (DP3). DP3 is usually made for the management of Academic Positions, Groups, Ranks, and so on. The values ​​in DP3 are measured using a scale. The value of the work implementation is stated with the designations and numbers as follows: a) Very good = 91 – 100; b) Good= 76 – 90; c) Enough = 61 – 75; d) Medium = 51 – 60; and Less = 50 and below.

**RESULTS AND DISCUSSION**

3.1 Needs Analysis

This research is a research focused on lecturers and students of PG-PAUD UMS. As a data study material, researchers carried out data search activities carried out through google forms which were distributed to 35 PG PAUD UMS students who were taking Micro Teaching Courses and two lecturers.

Fill in the google form questionnaire for the need for Micro Teaching PG PAUD UMS guidelines which contains 12 questions with the answer choices "Yes" (score 1) and the answer "No" (score 0). Furthermore, the data from each answer is added up and in percentage. From the percentage results, it can be seen that there are many students who need the development of Micro Teaching PG PAUD UMS guidelines. The results of the needs analysis can be seen in table 1.

Table 1. Results of the needs analysis

|  |  |  |
| --- | --- | --- |
| NO. | Questions | Answer percentages  |
| Yes | No |
| 1. | Requires a Micro Teaching Learning Guidebook specifically for PAUD. | 100% | 0% |
| 2. | The contents are direct PAUD Micro Teaching GuidelinesPAUD learning. | 92% | 8% |
| 3. | The Micro Teaching Guide needs to contain the Micro Teaching learning procedure for lecturers and students. | 100% | 0% |
| 4. | In the Guide, it is necessary to include activities carried out by lecturers from the first meeting to the last meeting | 89% | 11% |
| 5. | Micro Teaching Learning Procedures carried out by students are distinguished between various learning models | 100% | 0% |
| 6. | In the guide there needs to be a brief description of the learning models that are practiced | 100% | 0% |
| 7. | In the guide, it is also necessary to include student activities starting from the arrangement of the playing environment to closing | 100% | 0% |
| 8. | Students need to practice Evaluation of children's learning outcomes | 95% | 5% |
| 9. | It is necessary to give examples of systematics for evaluating children's learning outcomes. | 100% | 0% |
| 10. | It is necessary to give examples of skills that must be mastered by students | 97% | 3% |
| 11. | Examples of skills are accompanied by justifications equipped with theoretical foundations | 95% | 5% |
| 12. | Perlu dilampirkan contoh RPP/*Lesson Plan* di setiap model pembelajaran beserta materi ajarnya | 100% | 0% |

The results of the needs analysis in table 1 are clear, that 100% of respondents need a Micro Teaching Guidebook specifically for PG PAUD. This is reasonable considering that the way of teaching PG PAUD teachers is different from the way school teachers teach. In addition, in the entire education system, PAUD serves as the foundation of education. No matter how high a building is, its sturdiness will lie in the foundation that supports it, and that foundation is PAUD. Therefore, PAUD teachers must be able to provide true experience to children, because experience is the architect of the brain. Montessori in Phelps (2013) states Experience is the architect of the brain. So that prospective teachers are not wrong in providing experience, there needs to be proper Micro Teaching guidelines.

We responded to this need by developing Micro Teaching Guidelines specifically for PG PAUD.

3.2 Design

Based on the results that have been obtained by taking into account the needs of the guidelines that have been conveyed by students as reflected in table 1, then the Micro Teaching PAUD design was developed. The designed design was then validated by one media expert and five PAUD PG lecturers in a discussion forum. Feedback from the discussion forum is as follows.

1. The beginning and the end are written explicitly (among others, Cover, introductory page, table of contents, and others).
2. The PAUD Micro Teaching Guidelines should not be combined with the FKIP Micro Teaching guidelines.
3. Micro Teaching Guidelines should provide practical instructions from the learning model that is generally used, namely the group learning model.
4. The last part is written explicitly (i.e. Bibliography and Appendix)

3.3 Development

The validated design was then developed into a PG PAUD Micro Teaching Manual. The product specifications that have been developed are as follows.

1. Beginnings

The first part consists of a cover, an introduction, and a table of contents. The cover of the guide is given an image that reflects AUD learning, namely the child is playing with the teacher who provides stimulation. The preface contains a global description of the contents of the PAUD Micro Teaching manual. While the table of contents contains details of the contents of the book, both the beginning, the contents, and the end.

1. Contents Section

The content section consists of four chapters, namely Introduction, Lecturer Micro Teaching Lecture Guidelines, Student Micro Teaching Guidelines, and Closing. The Introduction chapter contains general matters, namely: 1) The objectives of the PAUD Micro Teaching Course, 2) Early Childhood Learning, 3) Early Childhood Micro Teaching, 4) PAUD Micro Teaching Lecture Stages, and 5) PAUD Micro Teaching Practice Stages . The AUD Learning (number 2) explains the AUD learning objectives, AUD learning principles, AUD Learning Models, and AUD Learning Stages. Meanwhile, in the AUD Micro Teaching section (no3), the understanding, components, and skills of PAUD Micro Teaching are explained.

The Lecture Guidelines chapter for lecturers contains activities carried out by lecturers both before students practice Micro Teaching, when students practice Micro Teaching, and after students practice Micro Teaching. The Student Micro Teaching Guidelines chapter contains activities carried out by students both as practitioners, as observers, and as students. For students as practitioners, guidelines for implementing learning are presented with group models, area models, and center models. The stages of each learning model are also explained in it. The Closing Chapter contains an overall summary, expectations for all users, and openness to input.

1. Final Part

At the end contains a bibliography and appendices. The appendix consists of materials and examples of Lesson Plans. Teaching materials contain terms, facts, and principles according to the learning theme. The product that has been developed is then validated by 10 PAUD lecturers through a discussion forum to get more input and fill out a questionnaire to determine its feasibility. From the discussion forum, input was obtained that the Cover Image reflects learning for Early Childhood which features teachers and students. Based on the input, it is then used to revise the product. Eligibility data was collected through a questionnaire using a rating scale, namely Very Less, Less, Enough, Good, Very Good. The questionnaire answer scores ranged from 1 to 5. There were 10 questions given in the questionnaire. Thus, the maximum ideal score for each individual is 50, and the minimum individual ideal score is 10. On the basis of these scores, 4 criteria were made starting from very feasible (score above 40); decent (score above 30 to 40); less feasible (score above 20 to 30); and not worth it (score up to 20). The results of the questionnaire obtained scores as follows:

Table 2. Results of the Feasibility Assessment of the MT PAUD Manual

|  |  |  |  |
| --- | --- | --- | --- |
|  Score |  |  | Criteria |
| Responden 1Responden 2Responden 3Responden 4Responden 5Responden 6Responden 7Reponden 8Responden 9Responden 10 Jumlah SkoreAverageAverage percentage  | 50484850474848484048474794% |  |  | Very WorthyVery Worthy Very WorthyVery worthyVery worthyVery worthyVery worthyVery worthyWorthyVery worthyVery worthyVery worthy |
|  |  |  |  |  |

Based on the above calculation, almost all of the respondents' results are very feasible, only one respondent is included in the appropriate criteria. Overall, the product developed is very feasible to be used as a Micro Teaching PAUD guideline.

4. Implementation

Before being implemented, the product was tested on two PAUD PG students who had taken Micro Teaching courses. From the trials on the two students, it turned out that there were no problems, and they stated that the products developed had the accuracy to be used in PG PAUD. After that just implemented.

The implementation was applied to 40 PG PAUD students who were taking PAUD Micro Teaching Courses and to Micro Teaching PG PAUD UMS lecturers. Implementation was carried out for four lecture meetings. After being used, the subject was then asked to fill out a questionnaire to find out its effectiveness at the Evaluation stage.

3.5 Evaluation

At this stage, the researcher will measure the effectiveness of the product. Mahmudi (2010) states that effectiveness is the relationship between output and goals or objectives to be achieved. Ali Muhidin (2009) also explains that effectiveness is also related to the problem of how to achieve the goals or results obtained, the usefulness or benefits of the results obtained. Meanwhile, according to Purwadarminta (1994), that in teaching, effectiveness is related to the achievement of goals. So effectiveness is a condition of the level of success associated with the achievement of goals. The more and better the goals are achieved, the more effective the activity or something will be. The purpose of the PAUD Micro Teaching Handbook is so that its users, namely PG PAUD lecturers and students who take Micro Teaching, understand the activities that each user does, and how to use them. According to T. Hani Handoko (1998:103), there are several criteria that can be used to assess effectiveness, namely: usability, accuracy, scope, cost effectiveness, accountability, and timeliness.

After students and lecturers use the product, the next step is to fill out a questionnaire. Indicators of the effectiveness questionnaire, derived from the characteristics of the effectiveness of T, Hani Handoko. The questionnaire was made with 10 indicators with the answer options “YES” and “NO. Answers are scored with a score of one for “YES” answers, and zero for “NO” answers. Scores for each indicator are recapitulated and the percentage calculated. The results of the percentage of effectiveness questionnaires by lecturers can be seen in table 3, and by students in table 4.

Table 3. Results of Assessment of the Effectiveness of PG PAUD Micro Teaching Guide by Lecturers

|  |  |  |
| --- | --- | --- |
| No. | Questions | Percentages |
| Yes | No |
| 1 | Do you have an idea of what lecturers and students should do before Micro Teaching PAUD? | 100% |  |
| 2 | Do you get information about the activities carried out by lecturers and students at each Micro Teaching PAUD lecture meeting? | 100% |  |
| 3 | Do you get an overview of the information provided by the lecturers before students practice, when students practice, or after students practice micro teaching? | 100% |  |
| 4 | Do you get an idea of the activities/skills that students have to do when setting up the playing environment? | 100% |  |
| 5 | Do you get an overview of the activities that students must do before practicing Micro Teaching | 100% |  |
| 6 | Do you get an overview of the activities/skills that students have to do when carrying out preliminary activities? | 100% |  |
| 7 | Did you get an overview of the student's skills during the core activities (when the children were playing)? | 100% |  |
| 8 | Did you get an overview of the student's skills during the closing activity? | 100% |  |
| 9 | Is the organization of the guidebook coherent, systematic and rational? | 100% |  |
| 10 | Is the language in the manual easy to understand? | 100% |  |

Table 4. Results of Questionnaire Analysis of the Effectiveness of PG-PAUD UMS Micro Teaching Guidelines for students

|  |  |  |
| --- | --- | --- |
| No. | Questions | Percentages |
| Yes | No |
| 1 | Do you have an idea of what lecturers and students should do before Micro Teaching PAUD? | 100% |  |
| 2 | Do you get information about the activities carried out by lecturers and students at each Micro Teaching PAUD lecture meeting? | 95% | 5% |
| 3 | Do you get an overview of the information provided by the lecturers before students practice, when students practice, or after students practice micro teaching? | 98% | 2% |
| 4 | Do you get an idea of the activities/skills that students have to do when setting up the playing environment? | 95% | 5% |
| 5 | Do you get an overview of the activities that students must do before practicing Micro Teaching | 100% |  |
| 6 | Do you get an overview of the activities/skills that students have to do when carrying out preliminary activities? | 98% | 2% |
| 7 | Did you get an overview of the student's skills during the core activities (when the children were playing)? | 100% |  |
| 8 | Did you get an overview of the student's skills during the closing activity? | 100% |  |
| 9 | Is the organization of the guidebook coherent, systematic and rational? | 100% |  |
| 10 | Is the language in the manual easy to understand? | 100% |  |

Based on table 3 and table 4 above, 100% of PG-PAUD UMS students and lecturers understand the contents of the Micro Teaching PG PAUD UMS guidelines and state that the guidelines are effectively used for Micro Teaching PG PAUD UMS learning guidelines which are seen from the percentage effectiveness criteria, namely a) Very good = 91 – 100; b) Good= 76 – 90; c) Enough = 61 – 75; d) Medium = 51 – 60; and Less = 50 and below.

**CONCLUSSION**

 The existence of a PG PAUD study program whose learning is different from that of school children, encourages researchers to develop Micro Teaching Guidelines specifically for PG PAUD. The products developed are made according to the needs of users, namely PG PAUD Micro Teaching lecturers and PG PAUD students. Validation results, both at the product development stage which turned out to be "decent". Before implementing the product, it was tested on students who had taken Micro Teaching PAUD. After there are no problems, then the product is implemented for Micro Teaching students and Micro Teaching lecturers. After using the product, they were asked to fill out a questionnaire. The results of the questionnaire analysis, both by lecturers and students, it is known that the product in the form of a Micro Teaching PAUD manual is effective as a micro PAUD learning guide.

The limitation of this product lies in the design of the method to determine the effectiveness of the product. Researchers only used one group, without a comparison group. One group was only given one type of treatment, namely directly using the new product without using the old product first.

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