






**STANDARD OPERATING PROCEDURE
MICROTEACHING IMPLEMENTATION**



No. SOP 034/3/P2/2020
Date: August 10, 2020

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**QUALITY ASSURANCE UNIT – LP3M
UNIVERSITAS NEGERI SURABAYA
2020**

	SOP FOR MICROTEACHING IMPLEMENTATION	
	UNIVERSITAS NEGERI SURABAYA	
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1. PURPOSE

- 1.1. This SOP aims to provide an explanation regarding: Limits and arrangements for the implementation of micro teaching of Surabaya State University students as a reference for students, study programs, lecturers, in carrying out lecture activities.
- 1.2. Train students to have factual experiences about the learning process which can be used as provisions to develop themselves as professional educators who have the values, each, knowledge, and skills needed in their profession.

2. SCOPE

The scope of this SOP contains instructions for the implementation of micro teaching which contains how to implement micro teaching so that this program is more effective, efficient, and according to objectives.

3. DEFINITION

- 3.1. Micro teaching is an applicable and integrated practicum from all previous learning experiences into a training program to prepare students to have sufficient teaching skills so that they can carry out duties and responsibilities professionally as prospective educators / teachers / teachers.
- 3.2. The micro teaching program is managed and implemented by the study program
- 3.3. Micro teaching is programmed by students who have passed certain courses related to education. (listed in the academic guidelines).
- 3.4. Lecturer is a person who is based on educational requirements, expertise and ability to carry out main educational tasks. Lecturers consist of PNS lecturers and Non-PNS Permanent Lecturers

4. REFERENCE

- 4.1. The 1945 Constitution of the Republic of Indonesia;
- 4.2. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
- 4.3. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
- 4.4. Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education;
- 4.5. Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500);

- 4.6. Presidential Regulation Number 13 of 2015 concerning the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2015 Number 14); Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards.
- 4.7. Rector's Regulation Number 3 of 2020 concerning the Internal Quality Assurance System
- 4.8. Quality Standards for the Undergraduate Program at the State University of Surabaya

5. PROCEDURE

- 5.1. The study program prepares for the implementation of micro teaching which consists of group division of students and supervisor.
- 5.2. The Study Program identifies learning facilities and infrastructure that support the implementation of micro teaching.
- 5.3. Each group that is guided by one supervising lecturer carries out the initial coordination and determines the schedule for the implementation of micro teaching. In this process the lecturer delivers the study contract, provides an explanation of the technical implementation of micro teaching, as well as supplies regarding:
 - a. Teaching skill
 - b. Learning strategies
 - c. Class management
 - d. Learning planning (preparation of syllabus, lesson plan / lesson plans, preparation of learning media, preparation of tools and materials for instructors, learning resources, learning resources and other infrastructure)
- 5.4. The schedule for implementing the micro teaching that was agreed upon during the initial coordination between lecturers and students was reported to the Head of the Study Program.
- 5.5. Students and supervisors carry out micro teaching according to schedule, where the implementation includes the steps of preparing and submitting a micro learning plan by students to the supervisor, micro learning activities (teaching practice) according to the plan, delivery of feedback by the supervisor.
- 5.6. The supervisor observes the performance and provides feedback especially in the practice of teaching skills including skills:
 - a. start the lesson
 - b. explain the lesson to students
 - c. ask the question to students
 - d. guide the discussion
 - e. hold variety of teaching
 - f. give reinforcement and motivation
 - g. manage the class
 - h. assessment
 - i. use the variation of media

- j. use language, appearance, and time.
 - k. close the lesson, etc.
- 5.7. The supervisor conducts an assessment of the implementation of micro testing by students with an assessment component that includes:
- a. Peer teaching and micro teaching assessment
 - b. Assessment of ability to package educational learning
 - c. Assessment of teacher performance
 - d. Assessment of teaching practice
 - e. Assessment of teacher performance
 - f. Assessment of teaching practice exams: IPKG 1 AND IPKG 2
 - g. Assessment of personal and social aspects
 - h. Portofolio assessment
- 5.8. The supervisor sends the results of the assessment of the of micro teaching implementation to the Head of the Study Program.

6. FLOWCHART

Description	Study Program	Supervisor	Student	Document	Time
Supervisor arrangement by head of study program	Start				Academic year
Infrastructure identification by study program					
Student and supervisor coordination					
Microteaching timeline and schedule					
Microteaching implementation					
Microteaching assessment				Assessment component form	
Assessment report				Assessment report	
	End				

1. Assesment instrument of *Peer Teaching and Micro Teaching*
2. Assesment instrument of ability of package educational learning: assessment instrument of teacher performance 1
3. Assesment instrument of teaching practice: assessment instrument of teacher performance 2
4. Assesment instrument of teaching practice exams: IPKG 1 dan IPKG 2
5. Assesment instrument of personal and social aspects.
6. Assesment instrument of Portofolio

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 1 ASKING SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1.	Express questions clearly and concisely										
2.	Exprees questions with another way										
3.	Focusing students attention										
4.	Move a turn										
5.	Give questions to students (individually)										
6.	Give questions to all of the students										
7.	Give respond to the students										
8.	Give the students time to think										
9.	Practice the students to ask a question										
10.	Asking questions in stages										
11.	Encourage interactions between students										
THE NUMBER OF ACTIVITIES APPEARING											
SCORE NUMBER											

Evaluator
Supervisor Lecturer,

Note :
 $N = [F/S] \times 10$

N=Score
 F =The number of activities appearing
 S = The number of all of the component

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NIP

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 2 GIVING REINFORCEMENT SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1	Giving verbal reinforcement										
2	Giving reinforcement by mimicry										
3	Giving reinforcement by body building										
4	Giving reinforcement by approaching										
5	Giving reinforcement by the things or symbol										
6	Giving reinforcement to a group of students										
7	Giving reinforcement to the student individualy										
8	Giving reinforcement immediatly										
9	Shows warmth and enthusiasm										
10	Provide meaning reinforcement										
11	Avoid negative respond										
THE NUMBER OF ACTIVITIES APPREARING											
SCORE NUMBER											

Evaluator
 Supervisor Lecturer,

Formula :
 $N = [F/S] \times 10$
 N = Score

F = The number of activities appearing
 S = The number of all of the component

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**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 3 GIVING VARIATION SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1.	Variation in teaching style										
2.	Using variation of intonation										
3.	Carry out in motion / expression										
4.	Giving silent time on speaking										
5.	Cast a glance to all of the students										
6.	Emphasize the important things on learning activities										
7.	Using variation of teaching aid										
8.	Using variation of interaction pattern on learning activities										
THE NUMBER OF ACTIVITIES APPEARING											
SCORE NUMBER											

Evaluator
 Supervisor Lecturer,

Formula : $N = [F/S] \times$

10 N = Score

F = The number of activities appearing

S = The number of all of the component

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 NIP

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 4 EXPLAINING SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1.	Showing the structure of serving										
2.	Using effective sentences										
3.	Giving relevant examples										
4.	Using any teaching aid										
5.	Using variation of intonation										
6.	Asking some questions to explore students understanding										
7.	Giving feedback										
THE NUMBER OF ACTIVITIES APPEARING											
SCORE NUMBER											

Evaluator
Supervisor Lecturer,

Formula : $N = [F/S] \times 10$
 $N = \text{Score}$

F = The number of activities appearing
 S = The number of all of the component

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NIP

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 5 OPENING AND CLOSING LESSON SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1.	Catching student's attention, create motivation and student's curiosity										
2.	Chosing the right position										
3.	Chosing appropriate learning activities by topic										
4.	Using tools appropriately										
5.	Doing variation of interaction										
6.	Delivering learning indicators										
7.	Linking every lessons										
8.	Reviewing the summary that students have made										
9.	Giving stabilization (giving homework, task, upcoming plans)										
THE NUMBER OF ACTIVITIES APPEARING											
SCORE NUMBER											

Evaluator
 Supervisor Lecturer,

Formula : $N = [F/S] \times 10$
 $N = \text{Score}$

F = The number of activities appearing
 S = The number of all of the component

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**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 6 SMALL GROUP DISCUSSION SKILLS**

Program Studi :
 Pelaksanaan :
 Praktikan :
 Pukul :

No.	COMPONENT	ACTIVITIES APPEAR									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
Catching Attention											
1.	<i>Formulating goals</i>										
2.	Redefine the problem										
3.	Explaining the discussiong steps										
4.	Marking approval and disapproval										
5.	Examining the reason										
6.	Motivation students to asking a question										
7.	Waiting students respond										
8.	Giving support/reinforcement										
9.	Giving students opportunity to partisipate										
10.	Prevent excessive talk										
11.	Closing discussion with students summarize										
THE NUMBER OF ACTIVITIES APPEARING											
SCORE NUMBER											

Formula : $N = [F/S] \times 10$
 $10 N = \text{Score}$
 F = The number of activities appearing
 S = The number of all of the component

Evaluator
 Supervisor Lecturer,

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 NIP

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 7 MANAGE CLASS AND DICIPLINE SKILSS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEARING									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1	<i>Showing responsiveness</i>										
2	<i>Dividing attention to the all of the students</i>										
3	<i>Giving the direction clearly</i>										
4	<i>Giving a warning</i>										
5	<i>Giving reinforcement</i>										
6	<i>Manage a gruop</i>										
7	<i>Overcoming the behavior that causes problem</i>										
THE NUMBER OF ACTIVITIES APPEARING											
NUMBER SCORE											

Formula : $N = [F/S] \times 10$
 $N = \text{Score}$
 F = The number of activities appearing
 S = The number of all of the component

Evaluator
 Supervisor Lecturer,

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 NIP

**THE ASSESMENT SHEET OF *PEER TEACHING*
SKILLS 8 INDIVIDUAL TEACHING SKILLS**

Study Program :
 Performance :
 Practice :
 Time :

No.	COMPONENT	ACTIVITIES APPEARING									
		PARTISIPANT CODE									
		1	2	3	4	5	6	7	8	9	10
1.	Giving reaspond to student's responses										
2.	Pay attention to student's reaction										
3.	Planning activities										
4.	Giving advice										
5.	Provide tools and resources										
6.	Doing the fun approach										
7.	Challenge the students to think										
8.	Encourage the students to giving opinion										
9.	Encourage the students to finish their task/work										
THE NUMBER OF ACTIVITIES APEARING											
SCORE NUMBER											

Formula : $N = [F/S] \times 10$
 $N = \text{Score}$
 F = The number of activities appearing
 S = The number of all of the component

Evaluator
 Supervisor Lecturer,

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**FORMAT OF PRACTICE ASSESMENT
TEACHER PERFORMANCE ASSESMENT
INSTRUMENT (IPKG 1)**

Student Name :

Study Program i :

Student Number :

School :

No	Components are rated	The score of Independent Training-								Average NM	NU
		1	2	3	4	5	6	7	8		
No	LESSON PLAN COMPONENT										
I	Arrange the lesson objective										
1	Clarity lesson objective										
2	Completeness of the lesson objective										
3	Conformity with basic competencies										
	Average I										
II	Selection and organization teaching materials										
1	Conformity with the learning purpose										
2	Conformity with the student's characters										
3	Cluster and systematic of the matters										
4	Suitability of matter and the allocation times										
	Average II										
III	Selection of learning sources / learning media										
1	Suitability of learning sources / learning media with learning purpose										
2	Suitability of learning sources / learning media with subject matter										
3	Suitability of learning sources / learning media with student's characteristics										
	Average III										
IV	Scenario/learning activities										
1	Suitability of strategies and learning methods with learning purpose										
2	Suitability of strategies and learning methods with learning material										
3	Suitability of strategies and learning methods with student's characteristics										

4	Completeness of any steps on learning activities and suitability with time allocation													
Average IV														
V.	Assesment of learning outcomes													
1	Comformity assessment techniques with learning purpose													
2	Clarity of assessment procedur													
3	Completeness of instruments													
Average V														

**FORMAT OF PRACTICE ASSESMENT
TEACHER PERFORMANCE ASSESMENT
INSTRUMENT (IPKG 2)**

Student Name : Study Program:
Student Number : School :

No	Component are rated	The score of Independent Training-								Avera ge NM	N U
		1	2	3	4	5	6	7	8		
No	INDICATOR/ASPECT THAT OBSERVED										
I	PRE LEARNING										
1	Readiness of classroom, tools, and learning media										
2	Checking student's readiness										
	Average I										
II	OPENING LEARNING ACTIVITIES										
1	Doing appreception										
2	Deliver learning purpose and learning activities plan										
	Average I										
III	MAIN LEARNING ACTIVITIES										
A	Mastery of learning materials										
1	Showing mastery of materials learning										
2	Associate material learning with another relevan knowledge										
3	Integrating scientific work in learning activities										
4	Integrating basic laboratory skills										
	Average A										
B.	Approach/ learning strategy										
1	Doing learning activities according to learning purpose that will be achieved										
2	Doing learning activities systematically										
3	Matering the class										
4	Doing contextual learning activities										
5	Doing learning activities that might be growth positive habits (nurturant effect)										
6	Doing learning activities according to planned time allocation										

	Average B											
C.	Utilization of learning sources / learning media											
1	Showing skills of using learning sources / learning media											
2.	Generates an interesting message											
3	Involving the students on manufacturing and utilizing learning source / learning media											
	Average C											
D.	Learning activities that trigger and maintain students involment											
1	Requires students active participating by the interaction of teacher, students, and learning resources											
2	Respond positively to students participation											
3	Open for students responses											
4	Showing the relationship between condusive personality											
5	Foster joy and student's enthusiasm on learning activities											
	Average D											
E.	Process and learning outcomes assessment											
1	Monitoring learning process											
2	Doing final assessment according to competence/learning purpose											
	Average E											
F.	Using language											
1	Using verbal language clearly and fluently											
2	Using written language properly and correctly											
3	Deliver message in the correct style											
	Average F											
	Average III											
IV.	CLOSING											
1	Doing reletion or making a summary involving the students											
2	Doing follow up with provide directions, or activities or assignments as part remedies/enrichment											
	Average IV											

PERSONAL DAN SOCIAL APPERANCE ASESSMENT INSTRUMET

(By Supervisor teacher)

Name : _____
 Student Number : _____
 Study Program : _____
 Practice Place School : _____

NO.	COMPONENT ARE RATED	SCO RE (1-10)
1.	Dicipline	.....
2.	Responsibility	.....
3.	Sincerity of doing task that given by the school	.....
4.	Involvement in school activities	.....
5.	Punctuality (attendance, finishing the task)	.....
6.	Ability of woking in a group with teachers / supervisors, school administration staff Students, and practitioner fellow	.....
7.	Dress neatly	.....
8.	Sicerity of expiating / deficiencies during PPL implementation
Score average:	

(Place and date)
 Guru Pamong

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 NIP.

PERSONAL DAN SOCIAL APPERANCE ASESSMENT INSTRUMET

(by supervisor lecturer)

Name : _____
 Student Number : _____
 Study Program : _____
 Practice Place School : _____

NO.	COMPONENT ARE RATED	SCORE (1-10)
1.	Dicipline	.....
2.	Responsibility	.....
3.	Sincerity of doing task that given by the school	.....
4.	Involvement in school activities	.....
5.	Punctuality (attendance, finishing the task)	.....
6.	Ability of woking in a group with teachers / supervisors, school administration staff Students, and practitioner fellow	.....
7.	Dress neatly	.....
8.	Sicerity of expiating / deficiencies during PPL implementation
Score Average:	

(Place and date)
 Supervisor leacturer,

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 NIP.....

