

Real-Time Feedback in English Microteaching Practice: A Case Study on Online Learning

Nurul Hidayah^{1*}, Lilia Indriani²

Universitas Tidar

Jalan Kapten Suparman No 39, Magelang, Indonesia

nurulhdy0699@gmail.com^{1*}; indriani@untidar.ic.id²

*corresponding author

Received:
8 June 2021

Revised:
30 August 2021

Accepted:
31 August 2021

Published:
25 October 2021

Abstract

Online microteaching classes allow the student to practice their teaching ability using the online platform. This case study attempted to find out the perspective of teacher trainees using real-time feedback and peer observation of online microteaching classes. The researcher focused on 3rd year microteaching students in 2020/2021 at one of Indonesia's state universities. In this qualitative case study, the researcher used multiple data collection techniques. The researcher uses a questionnaire from (Gonca, 2012) with some changes to suit the purpose of this study in collecting data. The researcher distributed the questionnaire to 40 teacher trainees who already practiced online microteaching and got real-time feedback from the lecturer and their peers. The teacher trainee showed a positive perspective in using real-time feedback. They thought the process helped increase their professional development. Many student-teachers were engaged in giving real-time feedback to other student teacher's performances. They realized that real-time feedback helped them positively. However, the results found that most of the teacher trainees believe that the direct observation from two or three students was enough. Teacher trainees also thought that online classes are increasing the opportunity for misunderstanding.

Keywords: microteaching, online learning, real-time feedback

Introduction

Education all around the world is developing online learning at all education levels due to Covid-19 in recent years. Online learning was officially started in March 2020 to hamper the Covid-19 pandemic from spreading in Indonesia. Offline learning was dominating the education process both for students and teachers before Covid-19 spread around the world. That is why teachers and students must get used to this new kind of learning, although there are several significant differences between these kinds of learning processes. Online learning itself is the educational activities with technologies and the internet for developing the materials (Fry, 2001). This kind of activity in education supplies higher



education to employ digital technologies for optimal usage (Kopp, Gröbinger, & Adams, 2019). Online learning is the interaction between the student with their teacher and other students through the internet in a synchronous class without being reliant upon their actual area for participating in the learning process (Singh & Thurman, 2019). There are so many schools, universities, and institutes that use online classes.

Since the online class dominates the education field, people who have the job as teachers or lecturers must provide students with suitable teaching ability. Teaching ability in English education is the ability to perform their English skills in teaching practice. The student-teacher is necessary to have basic knowledge about teaching practice to become a professional teacher. They should get professional teaching skills. A teacher who already possesses the teaching skills can understand the students' difficulties in the teaching and learning process. Besides, they also provide students with suitable material.

One of the activities for student-teachers to practice their teaching skill is holding a micro-teaching activity. That is why in higher education, especially the education faculty, students experience the microteaching class. According to (Ardhi, 2013), microteaching activity is a mandatory subject that students must take as pre-service teachers to practice their teaching skills by reducing the teaching process. As (Gonca, 2012) states in her paper, microteaching was designed and implemented in the 1960s by Dwight Allen to increase the teacher education's qualities at Stanford University, USA. It is to master each component one by one in a simplified teaching situation, such as the amount and time. They can develop their basic skills before implementing them in an actual condition. Therefore, teacher trainees must know what they should prepare.

Based on (Remesh, 2013), microteaching is the exercise to learn teaching skills and employs real situations of teaching activity to get the teaching process knowledge. Besides, microteaching can develop the teacher trainee's ability to make the lesson plan, teaching' purposes, teach in front of the students, and evaluate the teaching-learning process (Kilic, 2010). There are eight teaching skills that every teacher trainee practice in microteaching class according to (Fauzi & Rifyal, 2009) such as open and closure skill, explaining skill, variation skill, reinforcement skill, questioning skill, class management skill, guiding active learning skill, and making the lesson plan. Then, (Sabri, 2010) explains the five steps in microteaching class, which start with an introduction, then the lecturer gives students the teaching model. After that, the lecturer asks students to prepare everything related to the teaching activity. Fourth, the lecturer provides students appropriate time to perform their teaching. The last step is giving feedback about a student's teaching skills. The experience of microteaching among teacher trainees is the most critical part of a teacher education program (Tuli & File, 2009). That is because they will learn how to manage the classroom and handle their daily lesson through continual monitoring and guidance from the lecturer.

Darmayenti (2019) states in her research paper that micro teaching is a program to prepare students in teacher education faculty to become an educator in their teaching practice. In microteaching, students face the actual situation to acquire knowledge about the creative activity of teaching and pedagogical content. Her statement is supported by (Benton Kupper, 2001; Fernandez & Robinson;



2006; Higgins & Nicholl, 2003; Kazu, 1996, Nortman, 1989) that states the micro teaching is a learner-centre method to combine the theory with practice in teacher education faculty by effective technique. Microteaching activity makes fellow trainees teach in a small class or small students with a short lesson. Based on the previous research, microteaching is the activity for teacher trainees to develop their teaching skills. According to (Kyriacou, 2007), there are three steps to developing teaching skills. The first step is cognitive, and it focuses on identifying elements and know-how using the skills in the environmental class in the correct order. The second step is practice, and it can be used either in class or in the course outside class. The last step is the feedback that allows the teacher to evaluate the student's performance.

Feedback is considered a vital approach to help students' improvement as self-directed learners to monitor, measure, and adjust their learning (Ferguson, 2011). Real-time feedback from the lecturer can give a direct response about teacher trainee mistakes or anything else. The feedback will shape the student in higher education, whether it is purposely or not. The lecturer or mentor needs to know about their learning for teacher trainees because their feedback shapes their sense of professionalism. In other words, students need more input on the feedback, especially in online learning.

Feedback is one of the steps in microteaching activity. Students in a microteaching class are learning to handle the class and improve their skills. As the researcher shows before, teacher trainee dominant perform their teaching ability in microteaching classes. The role from the lecturer and the mentor primarily evaluates and assessing the performance. Based on (Hattie & Timperley, 2007), feedback is information provided by an agent; it could be the teacher, peer, parent, book, and self-experience in line with one's performance in conceptualized form. (Ur, 2009) says that feedback is information given to the students about their performance of learning a task followed by the improvement purposes. The research from (Sabri, 2010) states that feedback is one of the crucial elements of microteaching. According to the steps, feedback occurs at the end of class to evaluate the application of teaching skills and teacher trainees' behavior. The real-time feedback includes discussion, critics, and evaluation from the student, peer, and lecturer after the teaching practice. She believes that micro teaching classes need an open-minded person and high motivation to evaluate themselves. Microteaching real-time feedback invites more students' responses than interaction analysis feedback, according to (Chawla & Thukral, 2011). That is because micro teaching feedback helps the classroom performance of language teachers significantly since it can influence the next student's performance after the lecturer starts to give the feedback. There are nine advantages of feedback, according to (Sabri, 2010) as follow:

1. Feedback can increase the students and teacher activeness in the classroom.
2. It gives a chance to students to discuss the problem together after the comment and criticism. Then, a lecturer can help the students to explore several problems in the class.
3. Feedback can give students a chance to evaluate and improve themselves.
4. The students can know their weaknesses in practicing their teaching skills.



5. Feedback helps the students to be an open-attitude person because they will learn to accept the criticism and comments from the lecturer and try to do better.
6. Feedback increases the students' confidence to perform better in the classroom.
7. Feedback develops students in class teamwork because they already share their opinion about teaching performance.
8. Feedback makes the students' teaching skills more perfect.
9. Students can research the feedback from the lecturer.

According to the previous study from (Bashir, Kabir, and Rahman, 2016), the traditional feedback form is often capable of satisfy the students' need to improve their learning experience in the classroom activity. Their research found new alternative feedback beside the traditional way to fulfil the student's need. Since the appropriate feedback affects the student's achievement, they try to explain the new way of providing feedback. As a result, a teacher needs to think again about the feedback-providing process. This study is proving that feedback is an important learning tool in higher education, and it is clear that teachers need to re-think the processing of feedback in improving students' learning. (Suzanne, Anita, & Azizah, 2019) describe the students' perception of feedback from their lecturer in Microteaching class. They show a strong positive perception about microteaching in improving teaching skills. It indicates that the teacher trainee agrees about the advantages of feedback to increase their teaching performance. However, although most teacher trainees agree about feedback, some students still did not know the influence of feedback in improving their teaching performance. The previous research from (Gonca, 2012) shows that feedback can positively and negatively impact teacher trainees. The feedback in microteaching class is allowing the teacher trainee to learn their teaching performance and their classmates'. Overall, the researcher finds that teacher trainees pointed to micro-teaching as a valuable tool in developing professional skills. That is because microteaching is connected with practice theory. The teacher trainee feels that the discussion time is intimidating or uncomfortable.

There are differences between offline and online microteaching classes; as the researchers stated before, online learning uses igital technologies to perform the activities. The pandemic situation leads to the question of whether students are ready or not with this significant change. Face-to-face classes give students more satisfaction, but many students choose online learning because of the convenience, according to (Bali & Liu, 2018). However, according to (Widodo, Nursaptini, Novitasari, Sutisna, & Umar, 2020), students are not ready to use online learning since they lack several things, such as mastery of the online media, internet connection, and lack of training. The recent research from (Martha, Junus, Santoso, & Suhartanto, 2021) also shows that students in each academic year encountered obstacles about readiness in online learning. Therefore, students need a teacher or lecturer who can provide them with enough online sources to learn.

Explanation from (Otsupius, 2014) about feedback toward the student's teaching skill helps increase their skill while teaching. The feedback from lecturers and peers is an object or event experienced by the students. It is part of perception; as (Walgito, 2004) states, the perception acts as a receiving stimulus



by the sense to get the conclusion about an event or object. Therefore, the positive and robust perception becomes the crucial result in improving the teacher trainee performance. Feedback from the teacher and peer can be the tool to improve the teacher trainee's ability, but the problem may arise if the one who gets the feedback cannot optimize it. The perception of the teacher trainee then may become a factor in the use of the feedback to improve their teaching practice. Finding from (Murdoch-Eaton & Sargeant, 2012), it shows that students do not respond to the feedback given from lecturers and peers. They assumed that feedback could not much influence their teaching skills performance. Re-examine the importance of feedback in online microteaching class, and there is no study about this matter, this study attempt to answer two research questions:

1. What is the perspective of a student-teacher of using real-time feedback in online microteaching classes?
2. What is the perspective of student-teachers about the real-time feedback using peer observation of online microteaching classes?

Method

The researcher uses a qualitative case study for this study. The study aims to find out student teacher's perspectives of using real-time feedback and their perspective in using peer observation in online microteaching classes. In conducting the research, the researcher focuses on 3rd year microteaching students in the academic year of 2020/2021 at one of the state universities in Indonesia. In this qualitative case study, the researcher includes multiple data collection techniques from the questionnaire and interview. The researcher uses a questionnaire from (Gonca, 2012) with some changes to suit the purpose of this study in collecting data. There are 12 questions related to students' perception of real-time feedback, six questions using Likert-scale, one close-ended question, one open-ended question, and four attitudinal questions. The questions will guide the researcher in conducting an in-depth interview with the participants for the case study. The researcher follows the ethical procedures in which the researcher informs all the participants about the purpose of the study and gives an equal opportunity to all student-teacher as volunteers to take part in the study. The researcher will maintain the confidentiality of the participant's identity and inform the results of the research to be published. The researcher distributes all questionnaires to 40 student teachers, both female and male, who already practice online microteaching and get real-time feedback from the lecturer and their peers. The researcher uses Google Form to distribute the questionnaire because it is suitable for the pandemic. Google Form lets the researcher collect information from the participant via personalized surveys and automatically record the answers. The researcher then analyses all 40 data from the questionnaire and chooses three participants as the sample for the interview. The researcher asks 40 students to answer all of the questions based on their experience in one whole semester of online microteaching class. Finally, the researcher interprets and concludes the findings.



Findings and discussion

This chapter presents the research findings and discussion about student-teacher perspectives using real-time feedback and peer observation in online microteaching classes. It is a purpose to answer the two research questions.

The perspective of teacher trainees of using real-time feedback in online microteaching classes

The researcher tries to find out the student's teacher participation in giving real-time feedback. The questionnaires provide information about students' participation and help the researcher determine whether the real-time feedback process works properly.

Table 1. The Result of Questionnaire 1

		N	%
How often do you give real-time feedback to other student teachers and participate in discussions after micro teaching sessions?	Never	-	
	Rarely	19	50
	Often	17	44,7
	Always	2	5,3

From the result of questionnaire number 1, the researcher finds that not all student teachers participate actively in giving feedback in microteaching classes. The number of student teachers who responded "rarely" (a total of 19, which accounts for 50% of the participants) indicates that the real-time feedback session did not work in good order. The result from the interview finds that most of the student-teachers believe that the direct observation from two or three students is enough, and they do not need to add additional feedback. However, the 19 students who responded "often" and "always" (which account for 50% of the participants) indicate that there are still many student-teachers who are willing and engage in giving real-time feedback to other student teacher's performance.

Table 2. The Result of Questionnaire 2

		N	%
How often did you participate in the discussion after filling the form?	Never	-	
	Rarely	20	52,6
	Often	17	44,7
	Always	1	2,6

It shows that the student-teacher still participates in the discussion after using the feedback form. However, the result is still low because there are more student-teachers who "rarely" give responses (a total of 20, which account for 52,6% of the participants). Students feel it was enough to choose one of the feedback forms from the interview to deliver their feedback. The researcher finds that they do not think it is necessary to join actively in oral discussion when they also give the feedback in written form.

Table 3. The Result of Questionnaire 3

		N	%
Is the lecturer's and student teachers' comments in the feedback compatible?	Often	1	2,5
	Sometimes	39	97,5
	Rarely	-	



This result is showing that the real-time feedback from the lecturer and from the student-teacher itself sometimes match. There are 39 (97,5%) student-teachers who agree that the comments in the feedback are compatible with their lecturer's comment. This result is typical because each person's point of view is different from another. Moreover, in this online learning it is impossible to have a face-to-face discussion in an actual class. Both lecturer or student-teacher can miss some parts that need corrections or comments. However, the result from the interview shows that sometimes the feedback from the lecturer is hard to accept because the feedback is too broad, not only about their performance. That is why student-teachers feel the feedback is sometimes not compatible.

Table 4. The Result of Questionnaire 4

What do you think of the lecturer's feedback?	N	%
It should be stricter.	3	7,5
The time and energy we spent should be appreciated.	13	32,5
It is constructive, non-judgmental, fair, and inoffensive.	31	77,5

Question number 4 is about the student-teacher's perspective about the lecturer feedback. The lecturer gives real-time feedback in each online microteaching class after student-teachers perform their teaching practice. Each participant can choose more than one point. The result from the questionnaire and interview shows that most of the student-teachers feel the feedback is constructive, fair, and valuable because it suggests improvements. Most of the students feel it is fair because they realize their mistakes and accept all of the comments from the lecturer. This real-time feedback in online microteaching classes gives positive aspects since the student-teacher feels more motivated if the lecturer appreciates their effort. Thirteen student-teachers think that the time and energy they give in online microteaching should be appreciated because online learning is more challenging. However, three students feel that the feedback from the lecturer should be stricter. It shows that a student's mistakes should be stated clearly. Some of the students feel motivated if they know their mistake, or even other students' mistake, to improve their ability in teaching practice.

Table 5. The Result of Questionnaire 5

Which one of the aspects that you think need the improvement?	N	%
I wish we had more time to give real-time feedback.	30	75
I wish the feedback had detailed comments.	12	30

After the researcher finds the student-teacher perspective, this questionnaire also provides the aspect that needs improvements. Students realize that time management in online learning is tighter rather than in offline classes. The use of an online platform with a limited duration makes them feel in a rush. The limitations of the time then become the primary complaint.



“I prefer that my friends who practice are also given time to express their opinions, but sometimes the lecturers don’t give them a chance because time is running out.”

It would be better if all students that finish their practice have a chance to explain the reasons. Moreover, teacher trainees think that online classes increase misunderstandings since they encounter problems such as time allocation, internet connection, or technical issues.

In line with previous questions, student teachers want more explanation about the feedback they receive. They feel disappointed when they receive unfair feedback. The data from the interview are also supporting this aspect.

“I think that what needs to be improved is the accuracy in providing feedback, so that we don’t feel like we are not biased.”

Teacher trainees' perspective using peer observation in give the real-time feedback during online microteaching.

Table 6. The Result of Questionnaire 6

		N	%
Do you think the lecturer should be the only person to provide feedback?	Yes	12	30
	No	28	70

The result shows that more than half (a total of 28, which accounts for 70%) of student-teachers agree that the lecturer is not the only one who should give the feedback after the online teaching practice. This result is compatible with the responses in the first question. It shows that although they are not participating actively in giving the feedback, they know that their opinion matters and affects the score of the microteaching practice. From the interview, the researcher finds that teacher-students think peer feedback is also essential because peer observation can be more detailed and motivate other friends to improve their feedback skills. However, 12 (30%) of the student-teachers think that the lecturer is the only one who should give feedback. The interview shows that they think the lecturer is the only person to provide the feedback because the primary purpose of online micro teaching practice is to get the score from the lecturer. In addition, they think that the feedback from the lecturer is enough to satisfy them because the lecturer is the only one who has the authority to score based on the indicators.

Table 7. The Result of Questionnaire 7

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Analyzing other's lessons helped me think more deeply about mine	9	29	2	-	-
The form helped observe lessons. It helped me learn to observe and give feedback on	8	28	4	-	-



lessons.

Feedback from group members was helpful and enlightening.	7	30	2	1	-
---	---	----	---	---	---

These three questions show that most student-teachers agree to analyze other's teaching practices to help them think deeply. It shows that giving feedback in microteaching class indeed helps the student to increase their professional development. The feedback from both lecturer and peer are helping them to develop their teaching practice. The feedback form from the lecturer is the guidance for a trainee to give the feedback to other students. It shows that the feedback is well-structured and helps the student-teacher observe the online teaching practice better. The result of the interview appears to be that the student-teacher takes this chance to help them make better teaching practice. They use the real-time feedback each week as their guidelines in making the lesson plan, choose appropriate teaching aids, and other micro teaching skills. However, there are student-teachers who think that feedback from other friends is not helpful. This result is still compatible with the previous perception that a lecturer is the only one who can give the feedback, not a friend.

Table. 8 The Result of Questionnaire 10

How did you find the process of giving written feedback on your friends' microteaching performances?	N	%
I liked it because it is beneficial and well-constructed. There was much more contribution.	19	47,5
Written feedback is better than just oral discussion.	9	22,5
Written feedback is better because we can keep them and look at them later when we need it.	19	47,9
There were some inconsistencies.	5	12,5
I considered the feedback of those who attentively listened to me during my presentation and ignored others'.	9	22,5

Question number 10 shows the opinion about giving the written feedback for other students' online microteaching performance. The researcher finds that student-teachers think written feedback is appropriate after the microteaching performance because it helps them monitor the teaching process during observation. The written feedback is a guide for them to provide real-time feedback. The researcher finds the connection of both written and oral feedback in giving real-time feedback. Written feedback helps them to contribute more in the online class. However, the real-time discussion is more beneficial for them since they cannot see the result from the written feedback of each observer. Student teachers can keep the written feedback for themselves, but the targeted student-teacher can still only hear the feedback orally. That is why real-time feedback, through written and oral, has each advantage and disadvantage. Some students find it challenging to give feedback fairly because of some inconsistencies. They realize that the context of feedback in each week is sometimes different, and each student's reaction to online learning is also different.



Table 9. The Result of Questionnaire 11

What aspects did you like from giving peer feedback and observation?	N	%
It was more accessible and well-constructed.	20	50
Written feedback is more confidential and less offensive.	20	50
Everybody contributed.	8	20
I especially liked the overall comments.	2	5
I looked forward to knowing what was written.	9	22,5
Improving the form was fun. I liked the final version.	2	5

Question number 11 shows students' teacher opinions about their favorite aspect of using peer observation and feedback. Most students like to give real-time feedback after considering the content of their written feedback. They agree that written feedback is clearer to serve as a basis for providing feedback. From the interview, student teachers feel more comfortable using written feedback because it is less offensive. Sometimes, they feel a burden to give negative comments towards their friends, making the observation less objective. It can be the reason why student-teachers are not participating actively in oral real-time feedback. The data show that student-teachers want to know the feedback from their peers, whether in written and oral feedback. They feel proud after finishing the observation and give feedback to their friends.

Table 10. The Result of Questionnaire 12

Have you ever get evaluation?	N	%
Yes	17	42,5
No	23	57,5

More than half of student-teachers think that they are receiving honest feedback from peers and lecturers. Although sometimes the comments are negative, they generally agree with the lecturer's or peer's feedback. They realize that accepting all the feedback is part of professionalism and helps them develop their teaching ability. Nevertheless, their perspective on whether the evaluation is fair is critical because it will affect their attitude in microteaching classes in the future. Sometimes peers and lecturer are not given enough appreciation for the teaching practice, and it causes some of the student-teachers to feel unfairly evaluated. They tend to think about negative comments and decrease the motivation to improve. Some students feel that the lecturer's comments are unfair because they are less objective and feel favoritism. Besides, they think that the lecturer's comment is offensive sometimes. Some student-teachers think the evaluation is not fair because they are sure their teaching practice is good enough and the feedback does not match the performance. Besides, the student-teacher also feels it is not fair because the peer observer does not give any clear explanation. As the researcher mentions in the previous chapter, real-time feedback requires participation to learn from every teaching practice performance.



Conclusion

Online learning affects the microteaching classes, from face-to-face meeting into synchronous class. The lecturer and student-teacher have to adjust their way of teaching practice. Online microteaching classes give the student a chance and opportunity to practice their teaching ability using the online platform. Feedback is crucial since it affects the quality of micro teaching classes. However, the study about the actual perspective of student teachers about real-time feedback is still few. This study gives new insight into feedback in microteaching classes. The researcher finds the positive and negative perspectives from student-teachers when using real-time feedback in online microteaching classes. Real-time feedback can help the lecturer and student-teacher give their comment directly to the trainee's performance. In this online learning, real-time feedback is constructive because it does not use many times. This case study examines teacher trainee perspectives using real-time feedback and peer observation in online microteaching classes.

All in all, the case study appears to find the answers to two research questions. First, this study is to know teacher trainee perspectives of using real-time feedback. From the questionnaire and interview, the researcher finds several findings. The interview results find that most teacher trainees believe that the direct observation from two or three students is enough. They do not think it is necessary to join actively in oral discussion when they also give the feedback in written form. The result shows that a common problem that student teachers encounter is time management. Using technologies such as online conferences with limited time, they feel a rush to respond to other performances. They feel disappointed when they receive unfair feedback and want to get more detailed information. Second, this study is to know the perspective of teacher trainees about the real-time feedback using peer observation of online microteaching classes. Sometimes the feedback from the lecturer is hard to accept and the feedback is sometimes not compatible with peer observation. Besides that, the trainee mostly feels a burden to give negative comments towards their friends.

Moreover, teacher trainees also think that online classes are increasing the opportunity for misunderstanding. However, many student-teachers are willing and engage in giving real-time feedback to other student teacher's performance. This result is proving the positive act because they know that their opinion matters. They feel proud after finishing giving all other friends feedback, at least in written feedback, because they realize that real-time feedback helps them give positive aspects if the lecturer and other students appreciate their effort. It shows that giving real-time feedback in microteaching classes helps the student to increase their professional teaching development.

References

- Ahea, M. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7(16), 38-41.



- Otsupius, I. A. (2014). Micro-teaching: A Technique for Effective Teaching. *African Research Review*, 8(4), 183-197. DOI: <http://dx.doi.org/10.4314/afrrrev.v8i4.15>
- Ardhi, M. W. (2013). Implementasi The Power of Two Untuk Meningkatkan Kemampuan Mengajar Mahasiswa Dalam Microteaching. *Jurnal Pendidikan*, 19(1).
- Bali, S., & Liu, M. C. (2018). Students' Perceptions Toward Online Learning and Face-to-Face Learning Courses. *Journal of Physics: Conference Series*, 1108 (1).
- Benton-Kupper, J. (2001). The Microteaching Experience: Student Perspectives. *Education*, 121(4).
- Chawla, V., & Thukral, P. (2011). Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment. *Contemporary Educational Technology*, 2(1), 77-87.
- Darmayenti, D., Besral, B., & Kustati, M. (2019). English Skills Based Microteaching: An Effective Model in Enhancing English Student Teachers' Teaching Skills. *Al-Ta lim Journal*, 26(1), 23-37. <http://dx.doi.org/10.15548/jt.v26i1.556>
- Fauzi, A., & Rifyal, A. L. (2009). Pembelajaran Mikro: Suatu Konsep dan Aplikasi. Jakarta: Diadit Media.
- Ferguson, P. (2011). Student Perceptions of Quality Feedback in Teacher Education. *Assessment & Evaluation in Higher Education*, 36(1), 51-62.
- Fernandez, M. L., & Robinson, M. (2006). Prospective Teachers' Perspectives on Microteaching Lesson Study. *Education-Indianapolis Then Chula Vista*, 127(2), 203.
- Fry, K. (2001). E-learning Markets and Providers: Some Issues and Prospects. *Education+ Training*, 43(4/5), 233-239. <https://doi.org/10.1108/EUM0000000005484>
- Gonca, E. K. Ş. İ. (2012). Implementing an Observation and Feedback Form for More Effective Feedback in Microteaching Mikroöğretimde Daha Etkili Bir Geribildirim İçin Gözlem ve Dönüt Formunun Uygulanması. *Education*, 37(164).
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
- Higgins, A., & Nicholl, H. (2003). The Experiences of Lecturers and Students in The Use Of Microteaching as a Teaching Strategy. *Nurse Education in Practice*, 3(4), 220-227.
- Kilic, A. (2010). Learner-Centered Micro Teaching in Teacher Education. *Online Submission*, 3(1), 77-100.
- Kopp, M., Gröblinger, O., & Adams, S. (2019). Five Common Assumptions that Prevent Digital Transformation at Higher Education Institutions. *INTED2019 Proceedings*, 1448-1457.
- Kyriacou, C. (2007). *Essential Teaching Skills*. United Kingdom: Nelson Thornes.
- Martha, A. S. D., Junus, K., Santoso, H. B., & Suhartanto, H. (2021). Assessing Undergraduate Students'e-Learning Competencies: A Case Study of Higher Education Context in Indonesia. *Education Sciences*, 11(4), 189.



- Murdoch-Eaton, D., & Sargeant, J. (2012). Maturational Differences in Undergraduate Medical Students' Perceptions About Feedback. *Medical education*, 46(7), 711-721.
- Nortman, M. L. (1989). *The Effect of The Student Teaching Experience on Educational Attitudes*. The Ohio State University.
- Remesh, A. (2013). Microteaching, an Efficient Technique for Learning Effective Teaching. *Journal of research in medical sciences: the official journal of Isfahan University of Medical Sciences*, 18(2), 158.
- Sabri, A. (2010). *Strategi Belajar Mengajar & Micro Teaching*. Jakarta: PT Ciputat Press.
- Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, 33(4), 289-306.
- Suzanne, N., Anita, R., & Azizah, R. N. (2020). Students' Perception on Advantages of Feedback in Improving Teaching Skills. *PROCEEDING IAIN Batusangkar*, 1(3), 177-182.
- Tuli, F., & File, G. (2009). Practicum Experience in Teacher Education. *Ethiop. J. Educ. & Sc*, 5(1), 108-116.
- Ur, P. (1996). *A Course of Language in Teaching*. New York: Cambridge University.
- Walgito, B. (2004). *Pengantar Psikologi Umum*. Yogyakarta: Andi.
- Widodo, A., Nursaptini, N., Novitasari, S., Sutisna, D., & Umar, U. (2020). From Face-To-Face Learning To Web Base Learning: How Are Student Readiness?. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(2), 149-160.

