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The Effect of Microteaching of Thematic-Based Learning on Primary School Teacher Education Student's Self-Efficacy

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Abstract

This study aims to investigate the effect of microteaching of thematic-based learning on primary school teacher education student's self-efficacy. The purpose of this study was to find out that microteaching of thematic based learning has effect on primary school teacher education student's self-efficacy. This study is quantitative descriptive in nature using case study approach since the sample of this study is less than 100 people. The subject of this study is 22 primary school teacher education students who took microteaching class. The data were calculated using simple linear regression to find out the effect of micro teaching on student's teacher's self-efficacy. The result of this study showed that there is positive influence of microteaching of thematic-based learning on primary school teacher education student's self-efficacy.

Keywords: *Microteaching, thematic-based learning, primary school teacher education, teacher's self-efficacy.*

Introduction

It is prevalent that mastery the teaching skills is important for teacher. Mastering adequate teaching skills can foster teacher and teacher education student's confidence in performing his duty as an educator. Particularly for teacher education students, developing teaching skills needs to be done since a prospectus teacher is still an undergraduate student of education program. Furthermore, since 2013, the curriculum of education in Indonesia applying Curriculum 2013 that puts forward the thematic learning system in teaching and learning process in school, accordingly it has demanded teachers to be able to have thematic-based teaching and learning skill.

The implementation of new curriculum in Indonesia, which is known as Curriculum-13 (hereinafter will state as K-13), has shifted the instructional strategy in learning from fragmented educational unit-based learning to thematic-based learning. The use of thematic-based learning in K-13 is stated in the addendum of Permendikbud No. 65 year 2013. It is stated that integrated thematic-

based learning in elementary school level will be adjusted with the development level of the students. (as cited in digilib.unila.ac.id/2544/15/BAB%20II.pdf).

By definition, thematic learning as a teaching and learning approach involves several subjects in a theme to give meaningful experience for students. Meaningful experiences mean children understand the concepts they have learned through experience directly and connect it with other concepts they already understand (Depdikbud, PGSD development team, 1996)

The shifting of the instructional strategy from fragmented educational unit-based learning that focus only on one subject to thematic-based learning has required teachers to be able to implement thematic based learning approach in their teaching. While for teacher education students, especially primary teacher school education students, they need to prepare and to get used to with the thematic-based learning characteristics in order to be able to implement thematic-based learning in their teaching learning process in the future as well as the

professional teacher does. Furthermore, the shifting of learning strategies might affect teachers and teacher education students' performance especially if it is not followed by adequate training and practices. Accordingly, it might affect teachers and teacher education students' self-confidence and self-efficacy to work in teaching learning process.

Self-efficacy, basically, is an important concept in the field of teacher education. Bandura defines "teacher's efficacy" as the teacher's belief in his or her capability to organize and execute courses of action required to accomplish successfully a specific teaching task in a particular context (1995, as cited in Inçeyay & Dollar, 2012). Teacher's self-efficacy will determine the amount of effort and persistence teacher can give in their teaching and learning process. Accordingly, teacher's self-efficacy plays important role in teaching learning process, since the greater self-efficacy teacher has; it leads to the greater efforts and persistence then leads to the greater performance and in turns will lead to much greater efficacy (Inçeyay & Dollar, 2012).

Teacher's sense of self-efficacy in teaching learning activity is important to be understood by teacher so the teaching learning activity can be done well. In addition, by knowing the sense of self-efficacy of a teacher or a teacher education student will make teachers or teacher education students to able to survive and continue to innovate in teaching and learning process. The sense of self-efficacy will affect teachers and teacher education students' performance in the classroom.

Unlike a professional teacher that has to mastery thematic-based learning by practicing directly to their own class, the teacher education student is more likely to prepare and get used to with the thematic-based learning in the time when they still study in teacher education program. As Tschannen-Moran et.al (1998) stated that teacher training programs should provide opportunity for teacher education students to experience teaching practice. The teaching practice usually include mastery the instructional skill and manage the students in term of classroom management and student's engagement.

Experience in teaching skills is essentially an indispensable subject matter in teacher education. The micro-class program or microteaching is a means of providing

teaching skills for prospective teachers. Amicroteaching in the teacher education curriculum provides an opportunity for prospective teachers to practice teaching skills, which combines theoretical and practical skills, in simulated learning in an artificial classroom environment, arranged according to the actual class on a small scale. The microteaching program will take into account the behavior of the teaching-learning process undertaken by the students, giving feedback on the students' performance in the classroom during the teaching and learning process either from the lecturer or the fellow students of the prospective teachers. So that, in the end teacher education students will experience the teaching learning process in the form of simulation as an exercise to be applied to real world and get feedback for others to develop their teaching skill.

As for primary school teacher education students, the microteaching of thematic-based learning is intended to sharpen their skill in thematic-based learning method and other aspect in thematic-based teaching learning process. Therefore, a study needs to be done to find out the effect of microteaching, especially the one that simulates thematic-based learning, on primary school teacher education student's self-efficacy. By conducting this study, it would benefit the primary school teacher education students since this study will give notion that by performing a simulation of thematic-based learning in microteaching class they will get meaningful experience as well as constructive input from lecturer and classmates to do better of thematic-based learning in the future. Accordingly, the primary school teacher education students have more confident and to be able to build up their self-efficacy that they need in doing the real teaching and learning process (practicum) that will be conducted shortly after they finished taking microteaching class. This study is also expected to benefit the teaching learning process since microteaching itself emphasize in teaching practice therefore, all aspects that related to teaching learning process will be observed and will be given input for the student who performs in teaching practice. Moreover, by applying thematic-based learning method on teaching practice, primary school teacher education students are requested to prepare all things necessary for teaching process based on thematic-based

learning such as: the students' activities, media, assessment for several subjects and other things that related. So that the primary school teacher education students get the rhythm and passion in doing teaching practice of thematic-based learning. Furthermore, by focusing on measuring the teacher self-efficacy, primary school teacher education students will also give the notion in three aspect of self-efficacy in teaching learning process which are: students' engagement, instructional strategy and also classroom management, so that by finding out their self-efficacy strength in those aspect will also be able to improve their ability in teaching learning process and build the self-efficacy as well. Accordingly, this study aims to find out the effect of microteaching of thematic-based learning on primary school teacher education student's self-efficacy

Literature Review

Teacher Self-Efficacy

Theory of teachers' self-efficacy is a type of self-efficacy branch of Social Cognitive theory proposed by Bandura (1977, as cited in Tschannen-Moran, Hoy & Hoy, 1998) in which self-efficacy is a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment. Furthermore, Bandura (1994) defines perceived self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy belief provides the foundation for motivation well-being and personal achievement. In other words, self-efficacy is one's belief of his ability to succeed in certain situation. Moreover, Bandura also explain that this belief is act as determinant about how people think, act and feel. (Sjarif & Setiawan, 2013). In addition, self-efficacy is a belief that can make individual do things with their own capability and skills in certain condition, they are able to manage and organize skills and ability in order to change certain condition. They are able to drive their capability in order to success in their work. Schunk stated that self-efficacy refers to the expectation that one learns that he/she was able to do certain behavior or generate thing that will be expected in certain condition. (Schunk, 1995). The second branch theory of teachers' self-efficacy derived from the research of RAND

organization researcher who asserted that teachers' self-efficacy is the extent to which the teachers believed that they could control the reinforcement of their actions, that is, whether to control of reinforcement lay within themselves or in the environment. Accordingly, teacher with a high level of efficacy believed that they could control or at least strongly influence students' achievement and motivation (Tschannen-Moran, Hoy & Hoy, 1998)

In the field of education, teacher self-efficacy is usually associated with classroom management, instructional strategies, questioning techniques, persistence of tasks, level of risk taking and innovation, teacher feedback on students and student management at the time of assignment. (Gibson & Dembo, 1984 as cited in Abu-Tineh, Khasawneh & Khalailah, 2011) So teacher self-efficacy is also associated with: student success and motivation, teacher willingness to adopt innovative teaching strategies, time spent teaching certain subjects, cultural competence, alternative conceptions of science and belief in classroom management.

Bandura (1997 as cited in Arenal, 2014) identifies four sources that influence a person's development of self-efficacy:

- 1 Performance achievement. (mastery experience)
Achievements achieved in the past can increase the confidence of one's self efficacy.
- 2 Vicarious experience
Obtained by social model. Efficacy will increase when observing the success of others.
- 3 Verbal persuasion or social persuasion.
Self-efficacy can be obtained, strengthened or attenuated through verbal or social persuasion.
- 4 Emotional state (emotional arousal)
Emotional circumstances that follow an activity will affect the efficacy in the field of activity.

Bandura also states that an individual with low self-efficacy level will have low aspirations, lack of commitment to the goals to be achieved, always feel deficient and avoid difficult tasks. On the other hand, a person who has a strong Self Efficacy will set challenging goals while maintaining strong commitment to the goal. They can face failures and obstacles by redefining their

efforts. Furthermore, a person with high Self Efficacy sees a challenging task as a task to be conquered and not as a threat to be avoided. (Cone, 2009)

Microteaching

The main objective of teacher education program is basically giving opportunities for prospective teacher the effective strategy and teaching experiences. As Tschannen-Moran, Wolfolk Hoy and Hoy (1998) asserted that teacher education program should provide more opportunities for teacher education students to experience teaching practice, so that they can have actual experiences with instructing and managing children in a variety of context with increasing levels of complexity and challenge. Accordingly, they will mastery experience by doing the teaching practice and getting feedback from the lecturer and friends.

The microteaching is a learning method that has been used since 1960 in teaching and learning environment for teacher education students. Allen and Eve (1968 as cited in Arsal, 2014) define microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions.

Basically microteaching is an important means to equipped teacher education students to become a professional teacher by emphasizing the relationship of theory to practice implementation. It also offers opportunity for the teacher education student to be able to plan and implement teaching strategy in an authentic teaching situation (Saban&Coklar, 2013)

A number of research emphasize the benefit of micro teaching for teacher education student, compiled by Arsal (2014), such as: 1) teacher education student are exposed to the reality of teaching with its authentic teaching situation (Fernandez, 2005). 2) In microteaching training, teacher education student can become more efficient in planning and implementing the teaching activities since the situation can be manipulated in microteaching class. 3) It develops the communication skills of teacher education student (Benton-Kuper, 2001, Fernandez, 2005, Wilkinson, 1996). 4) It develops the self-confidence of pre-service teachers in the planning and implementation of teaching (Brent and Wheatley, 1996).

Thematic-Based Learning

Thematic learning as a teaching and learning approach involves several subjects in a theme to give meaningful experience for students. Meaningful experiences mean children understand the concepts they have learned through experience directly and connect it with other concepts they already understand (Depdikbud, PGSD development team, 1996). Furthermore, according to Sutirjo and Mamik (2004, as cited in Sungkono, 2006), thematic learning is an attempt to integrate knowledge, skills, values, or learning attitudes and creative thinking by using themes. In other words, thematic learning is connecting several concepts into one theme that the student familiar with in order to make learning more interesting and stimulating students' participation in learning process. Using thematic learning is as a means to outsmart the density of teaching material in the curriculum.

Thematic-based learning, as the name implies, is always related to themes. The objectives of using theme based learning are as follows:

1. Theme works as an umbrella in integrating some teaching subject.
2. Theme should be interesting and meaningful for student to learn more.
3. Theme is adjusted based on development level of the students (specific to general).
4. Theme is chosen regarding the learning source availability.

The examples of themes that can be used in classes such as: self, family, environment, public place, home, work, entertainment, clothing, food, transportation, tourism, communications, technology, everyday events, country, agriculture, events, education, plants, animals, manners, experience, health etc. (Karli, 2016).

Review Related Studies

A number of studies were conducted to investigate the role of microteaching on teacher education student. Among others are the role of microteaching on teacher education student 's perception and beliefs (Apriani, 2017), the impact of microteaching skills on the performance of primary school teacher (Basturk, 2016) and the role of microteaching on pre-service teacher's self-efficacy (Arsal, 2014; Sjarif and Setiawan, 2013; Oh, 2010; Yuksel, 2014).

Basically many studies have done to investigate the development of self-efficacy on

teacher. Oh (2010) conducted a study that wanted to find out the factor that influence student teacher's self-efficacy. In this study, the researcher examined Bandura's four sources of self-efficacy (1997 as cited in Arsal, 2014) with the teacher's self-efficacy components which are students' engagement, classroom management and instructional strategies. The researcher applied quantitative method. The study revealed that student teacher's vicarious experience, psychological/affective states and university training made significant independent contributions to the part of the subscales of teaching efficacy.

Moreover, many researches also interested in finding out the development of teacher's self-efficacy affected by microteaching program. Arsal (2014) conducted an empirical study on the effect of microteaching on pre service teacher's sense of self-efficacy in teaching. He utilized a pre-test-post-test quasi-experimental with experimental group and control group, the result showed that the pre-service teacher in experimental group showed significant greater progress in sense of self-efficacy in teaching. In line with the research by Arsal, Yuksel (2014) also conducted a research about the effect of classroom management course on teacher's self-efficacy. Using quantitative method with single pre-test – post-test design, the study revealed that the classroom management had significant influence on the development of the preservice teacher's level of teacher self-efficacy. Moreover, the study by Bilen (2015) also revealed the same result, microteaching program help the students to raise their self-confidence level and teaching skills of teacher candidate. Furthermore, Sjarif and Setiawan(2013) investigated the effect of educational subject on teacher's self-efficacy of basic education program. They investigated the influence of teaching skills subject of basic education in bachelor degree program. They use qualitative and quantitative design with case study approach. The result showed additional result that there some teaching skills subjects that have influenced on the teacher's self-efficacy.

Based on the previous researches mention above, basically those researches intended to find out the program that include in the curriculum that can positively affect and help to build teacher sense of self-efficacy.

Namely the program or subject like classroom management, basic educational subject and also microteaching. Most of the research is conducted as quantitative research since they wanted to find out the program on teacher sense of self efficacy. The current research also intended to find out the influence of certain program to teacher self-efficacy. For this research, microteaching as an important program in the field of teacher education is chosen to be investigated whether it has effect on teacher self- efficacy, furthermore, since this research wanted to find out teacher self-efficacy of primary school teacher education student therefore the microteaching of thematic-based learning was chosen since Indonesia's curriculum for primary education has applied thematic-based learning in which teacher has to organize several subject into theme and has to be able to connect each subject into one meaningful theme. Basically it needs teacher readiness in preparing teaching learning in thematic-based learning in which the readiness of the teacher can become the starting point to build the teacher self-efficacy.

Research Method

Research Design and Sample

This study was quantitative descriptive in nature with case study approach, since the sample of this study is less than 100 people. The sample of this study is 22 primary school teacher education students who took microteaching class with thematic-based learning. Since they are going to be classroom teachers for elementary school therefore they are required to master thematic-based learning and its instruction in which it needs individual mentality to be able to prepare for thematic based teaching and learning method.

Instrument

For the purpose of this study, the researcher used ready-used Tschannen-Moran & Hoy's questionnaire to measure the level of teacher's self-efficacy. Tschannen-Moran & Hoy's questionnaire was used because it is more comprehensive in measuring teacher sense of self-efficacy. The questionnaire basically using five Likert Scale based on the activity that the teacher likely to conduct. The range of the scale is: "not at all", "very little", "some degree", "quite a bit" and "great deal". The questionnaire was translated to Bahasa to make easier for primary school teacher education students understand the content of

the questionnaire without reducing the meaning of each item. The questionnaire given in the end of the student's performance in microteaching.

Data Collection Procedure

Teacher's sense of Efficacy Scale was used to investigate the students of elementary school education's self-efficacy after performing microteaching using thematic-based learning. As a second data, the researcher collected the score result from the lecturer to find out the performance score related to the students' self-efficacy. To obtain the data from questionnaire, the researcher did the steps as follow:

1. The researcher decided to use the ready-use questionnaire about teacher's belief by Tschannen-Moran & Hoy because it is more comprehensive in measuring teacher self-efficacy
2. Since the questionnaire in English, the researcher should translate it to Bahasa to make the primary school teacher education student easy to understand.
3. After each student finished their performance on teaching practice, the questionnaire was distributed to each of them.
4. Then the researcher calculated the score from the questionnaire. The questionnaire uses likert scale from 1-5, (from none to do, less to do, enough, quite enough to do and a lot of thing can do) therefore they will get the score based on the choice per item.

Data Analysis Technique.

The data was collected from the Self-Efficacy questionnaire and score result of

microteaching with thematic based performance. The data was analyzed using SPSS 21 version for windows. Furthermore, in order to answer the research question concerning the effect of microteaching with thematic based learning to students' self-efficacy were analyzed by Kosmogrovsmirnov and linear regression to find out the relations of microteaching of thematic-based learning to student's self-efficacy.

Result and Discussion

This section provides data interpretation related to the microteaching of thematic-based learning and teacher's self-efficacy of primary school teacher education students. The data of microteaching of thematic-based learning were represented by the final score result given by the lecturer based on the student performance in microteaching and feedback from lecturer herself and classmates' feedback, while the data of teacher's self-efficacy were represented by the result from teacher's self-efficacy questionnaire. The questionnaire has gone through validity and reliability test. The result and explanation of the test is explained in the following part:

Validity of the instrument

The primary instrument in this research is teacher's self-efficacy's instrument. The instrument has gone through validity test using Pearson Correlation to find out the validity of the questionnaire and reliability test to find out the consistency of the questionnaire. The validity value of for this instrument can be seen in table 1 below:

Table 1
Result of validity test

Item	r count	Item	r count
1	,786**	13	,598**
2	,830**	14	,589**
3	,676**	15	,720**
4	,618**	16	,600**
5	,729**	17	,645**
6	,628**	18	,526*
7	,891**	19	,720**
8	,848**	20	,451*
9	,598**	21	,500*
10	,687**	22	,506*
11	,568**	23	,668**
12	,601**	24	,477*

To state that the instrument is valid, the r count from the calculation were compared to the r table, in which r table is equal to the number of respondent ($N=22$) is 0,432. If the r count $>$ r table means that the instrument is valid and if the r count $<$ r table means that the instrument is invalid. Based on the data on table 1 above, it can be seen that the r count $>$

table, accordingly the result of validity test stated that the instrument is valid.

Reliability of the instrument

Reliability of the instrument as it is mention before is to decide whether the questionnaire has consistency or not, whether it is reliable or not. The reliability test result can be seen in the table 2 and table 3 below:

Table 2
Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
0,938	24

Table 3
Reliability Test Result

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	76,77	127,422	0,762	0,933
item_2	76,95	123,665	0,805	0,932
item_3	76,86	124,790	0,626	0,935
item_4	77,14	127,933	0,571	0,936
item_5	76,95	127,569	0,698	0,934
item_6	77,45	129,117	0,587	0,935
item_7	77,32	122,132	0,875	0,931
item_8	77,23	122,565	0,825	0,931
item_9	77,59	129,206	0,553	0,936
item_10	77,00	127,333	0,648	0,934
item_11	76,64	131,861	0,532	0,936
item_12	76,91	129,896	0,559	0,936
item_13	77,18	126,537	0,539	0,937
item_14	77,50	131,024	0,551	0,936
item_15	77,64	129,671	0,694	0,934
item_16	76,77	132,470	0,571	0,936
item_17	77,59	130,158	0,611	0,935
item_18	76,95	131,093	0,479	0,937
item_19	77,32	127,465	0,687	0,934
item_20	77,14	131,838	0,395	0,938
item_21	77,50	131,024	0,448	0,937
item_22	77,41	133,301	0,470	0,937
item_23	77,41	128,063	0,629	0,935
item_24	77,32	131,180	0,422	0,938

To be able to state that the instrument is reliable is by comparing the alpha and r table. If the $\alpha > r$ table means that the instrument is reliable but if the $\alpha < r$ table means that the instrument is unreliable because it does not have consistency. Based on the table 2 and table 3 above, the alpha is 0,938 and the r table is 0,432. Accordingly, the $\alpha > r$ table ($0,932 > 0,432$) therefore, the result of

reliability test on the instrument stated that the instrument is reliable or consistent.

Furthermore, Kolmogorov-Smirnov test was done to decide whether the data were able to be analyzed by linear regression to find out the connection between microteaching of thematic based learning and teacher's self-efficacy. The normality test by Kolmogorov-Smirnov resulted in the value of 0,200 as can be seen in table 4 below:

Table 4
Normality Test Result
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		22
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	8,72489873
Most Extreme Differences	Absolute	0,141
	Positive	0,086
	Negative	-0,141
Test Statistic		0,141
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

c. Lilliefors Significance Correction

b. Calculated from data.

d. This is a lower bound of the true significance

It means that the residual has normal distribution since the test showed the significance value is $0,200 > 0,005$, therefore the residual value has normal distribution. Accordingly, this data can be tested by linear regression to find out the effect of

microteaching of thematic based learning to teacher education students' self-efficacy.

To find out that both variables has relationship, both variables were tested their linearity and the result can be seen on table 5 below:

Table 5
Linearity Test Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Self -Efficacy * Tematik Microteaching	Between Groups	(Combined)	273,697	15	18,246	2,726	0,111
		Linearity	142,822	1	142,822	21,334	0,004
		Deviation from Linearity	130,875	14	9,348	1,396	0,357
	Within Groups		40,167	6	6,694		
	Total		313,864	21			

From the test result, it was known that Stg. deviation from linearity has value as $0,357 > 0,05$ so, it can be concluded that there

is linier relationship between Microteaching of thematic based learning and self-efficacy.

Furthermore, simple linear regression was used to test the effect of microteaching of thematic based learning on teacher education student's self-efficacy. The independent variable (X) which is microteaching of thematic based learning has effect on dependent variable (Y) which is teacher education student's self-efficacy can be decided based on the rules:

If significance value $< 0,05$ it means that X has effect on Y

If significance value $> 0,05$ it means that X has no effect on Y

If $t\text{-count} > t\text{ table}$, it means that X has effect on Y

If $t\text{-count} < t\text{ table}$, it means that X has no effect on Y

The result and interpretation can be seen as follows:

Table 6
Linear Regression Result
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	142,822	1	142,822	16,700	,001 ^b
	Residual	171,042	20	8,552		
	Total	313,864	21			

a. Dependent Variable: Self –Efficacy

b. Predictors: (Constant), Microteaching of thematic

As can be seen in the table 6 above, ANOVA output has $f\text{-count} = 16,700$ with significance level of $0,001 < 0,05$, accordingly, the regression model can be used

to predict participation variable. In other word that there is an effect of Microteaching variable (X) on Self-efficacy (Y).

Table 7
Linear Regression Result
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	72,455	4,393		16,492	0,000
	Tematik Microteaching	0,221	0,054	0,675	4,087	0,001

a. Dependent Variable: Self –Efficacy

Based on the table 7 above, it is known that constant value (a) is 72,455, while microteaching of thematic-based (b/regression) is of 0,221, so that the regression equation can be write:

$$Y = a + bX$$

$$Y = 72,455 + 0,221X$$

The equation above can be explained as follows:

1. Constant value as of 72,445 has meaning that the consistent value of Microteaching of thematic-based learning is of 72,445
2. Regression coefficient as of 0,221 states that every addition 1% of microteaching of thematic based learning value, then teacher education student self-efficacy value will add as of 0,221. The regression coefficient has positive value, so that it can be concluded that the direction of influence of variable X to Y is positive.

Decision-making in simple regression test can be explained as follows:

1. Based on the significance value of the table coefficient, it is obtained significance value of $0,001 < 0,05$ therefore it can be concluded that the microteaching variable (x) has effect on self-efficacy.
2. Based on the value of t, it is known t value of $4,087 > t$ table 2,086, so it can be concluded that the microteaching variable (X) has effect on self-efficacy variable (Y)

Based on the data interpretation above, it showed that there is a positive influence of microteaching of thematic based learning on primary school teacher education student's self-efficacy. As stated by Bandura, one of the self-efficacy source is performance achievement. In this case the researcher gave the questionnaire after the teacher education students finish their performance on microteaching which means that they had already had experience in thematic based learning through microteaching. Accordingly, it seems that by experiencing the thematic-based learning through microteaching by themselves they have sense of belief that they are able to organize and carry out a series of action necessary to achieve a desired outcome, especially in the classroom situation.

Discussion

This research is to find out the effect of microteaching of thematic-based learning on primary school teacher education student's self-efficacy. Based on the data analysis, it showed that regression coefficient as of 0,221.

The regression coefficient has positive value, it showed that every addition 1% of microteaching of thematic based learning value, then teacher education student self-efficacy value will add as of 0,221 so that it can be concluded that the direction of influence of variable X to Y is positive.

Microteaching thematic-based learning has positive influence on primary school teacher education student's self-efficacy. The result showed that every addition 1% of microteaching of thematic based learning value, then primary school teacher education student's self-efficacy value will add as of 0,221. It seems that microteaching of thematic based learning is able to raise self-confidence for primary school teacher education students, since they can practice in the limited and controlled classroom and among their friends even though the classroom situation and condition is created as real as possible like real classroom. Accordingly, their experience in microteaching is able to develop their sense of self-efficacy.

The finding of the current study is consistent with Aarsal (2014) who found that the pre-service teacher in experimental group using microteaching program showed significant greater progress in sense of self-efficacy in teaching. This finding is in agreement with Yuksel (2014) who examining the effect of classroom management course on pre service teacher's belief regarding teacher's self-efficacy, and found out that the classroom management course, in which classroom management also similar purpose with microteaching, had significant influence on the development of the perceived teacher's level of teacher's self-efficacy. This may be due to the fact that both microteaching and classroom management course are courses that required students to practice in the classroom-like situation and they can implement theory into practice accordingly they get used to have an experience in teaching and that was make the students develop sense of teacher's self-efficacy. However, even though the result of this research is in line with those previous research, the recent research has more value, especially for the teacher that has to apply thematic-based learning as requested by the curriculum, in this case it has more value for primary school teacher education student since, unlike in the junior and senior high school, the primary education as the place for

basic education; thematic-based learning need more preparation and effort to give meaningful learning for students.

In line with those findings, Oh (2010) in his research asserted that enactive mastery experience, as one of the Bandura's source of self-efficacy, in the forms of tutoring, observation, field placement, or student teaching is an important sources of self-efficacy for beginning teacher. In addition, Wallace (2001) also mentioned that the lack of appropriate vicarious experiences in the forms of teacher educators' modelling and observation of colleagues' teaching in the elementary school was a major drawback to the development of science teaching efficacy. It means that teacher's self-efficacy will be better developed by providing microteaching program on teacher education.

It is possible that experience is basically still the basic source for developing teacher's self-efficacy. Especially in the newly applied K-13 that focused on thematic-based learning, primary school teacher education students need to practice their ability in that include classroom management, student engagement and instructional strategies in the classroom-like situation and by that the students have experiencing themselves the teacher educator's modelling and observation and giving feedback also enrich their experience. Therefore, the students seem able to develop their sense of teacher's self-efficacy.

Conclusion

This research is concern with the effect of microteaching of thematic-based learning to primary school teacher education student's self-efficacy. This research showed that there is positive influence of microteaching of thematic-based learning on primary school teacher education student's self-efficacy. It can be seen from the result of data analysis from the teacher's self-efficacy questionnaire and score result from the lecturer. This study concluded that experience in teaching practice, observation and giving feedback in microteaching of thematic based learning gave primary school teacher education student sense of teacher self-efficacy since they have done the practice, have known how to manage and organize all aspect in microteaching of thematic-based learning such as how to connect each subject smoothly, prepares the media and activity that

suits for each subject in theme, that in return they can sharpen their sense of teacher self-efficacy in which there are elements of mastery such as student's engagement, classroom management and instructional strategies.

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