THE EFFECT OF ONLINE *MICRO TEACHING-LEARNING* ON THE PERCEPTION OF MANAGING IRE STUDENTS' CLASS

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Abstract

This article is motivated by a regulation from the government that orders the teaching and learning process to be carried out online or online. This article aims to find out the description of online micro teaching-learning, perceptions of managing classes, and the effect of online micro teaching-learning on perceptions of managing classes for Islamic religious education students in semester 6 of the 2020/2021 academic year at IAIN Bukittinggi. This research uses a correlational type of quantitative approach. Sampling used a simple random sampling technique by taking 20% of the population of 174 students, so the sample of this study amounted to 35 students and the data collection technique used a questionnaire which was distributed via a google form. The research results of online learning micro-teaching for Islamic religious education students are in the high category with a percentage of 46%, the perception of managing the class of Islamic religious education students lies in the medium category with a percentage of 48.5 % while the effect of online micro teaching-learning on the perception of managing the class is 0.470 and the results of the determination test obtained a value of 22.10%. So, the perception of managing a student's class is 22.10% influenced by online micro teaching-learning while the remaining 77.90% is influenced by other factors.

Keywords: Online Micro Teaching Learning, Perception, Managing the Class, Islamic Religious Education (IRE).

INTRODUCTION

Education is an aspect of life that is very basic for the development of a nation's nation. The implementation of education in an agency that involves lecturers as educators and students as students are realized by the existence of teaching and learning interactions or the learning process. Education is also guidance or help given intentionally by adults so that children become adults.[1]

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[1] Wedra Aprison & Junaidi, "Pendekatan Saintifik: Melihat Arah Pembangunan Karakter Dan Peradaban Bangsa Indonesia," *Epistemé: Jurnal Pengembangan Ilmu Keislaman* 12, no. 2 (December 7, 2017): 507–32, https://doi.org/10.21274/epis.2017.12.2.507-532; Poetri Leharia Pakpahan and Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (January 10, 2021): 1–20, https://doi.org/10.31538/tijie.v2i1.19.

According to Law no. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. In-Law no. 20 of 2003 Article 13 paragraph 1 explains that the education pathway consists of formal education, non-formal education, and informal education.[2]

Education is closely related to learning. In simple terms, learning can be defined as the activity of conveying information from the teacher to the student. According to Azhar, learning is everything that can bring information and knowledge in the ongoing interactions between educators and students.[3]

With the COVID-19 pandemic, all learning, both at school and in institutions, is carried out online (in a network). Online learning methods do not require students to be present in class. Students can access learning through internet media.[4] Online learning can be interpreted as a form of distance education in which the delivery of material is carried out using internet aids. Online learning is usually known as *e-learning*, virtual learning, distance learning, and so on.[5]

Online learning in Indonesia is carried out with rules and systems that are centered on the regulations set by the government. The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of *Coronavirus Disease* (Covid-19) point 2, namely the learning process from home carried out with the following conditions:

Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students. Learning from home can be focused on life skills education, including the Covid-19 pandemic.[6]

In terms of learning, a teacher is required to have three abilities, namely: *first, cognitive* ability (Knowledge), namely the teacher must master the material, methods, media, and be able to plan and develop learning activities. *Second, effective* ability (attitude), means that the teacher must have a noble character, maintain his behavior so that he will be able to become a model that his students can imitate. *Third, psychomotor* abilities (skills) mean that teachers are

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[2] Hamid Darmadi, *Pengantar Pendidikan Era Globalisasi; Konsep Dasar, Teori, Strategi Dan Implementasi Dalam Pendidikan Globalisasi* (An1mage, 2019).

[3] Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah* (Jawa Tengah: CV Sarnu Untung, 2020).

[4] Abdul Azis, Reem Abou-Samra, and Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (January 29, 2022): 60–76, https://doi.org/10.31538/tijie.v3i1.114; Putu Agus Windu Yasa Bukian and I. Wayan Sujana, "Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (January 31, 2022): 56–62, https://doi.org/10.31538/almada.v5i1.1870.

[5] Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (August 5, 2020): 285–95, https://doi.org/10.31538/nzh.v3i2.757; Gustav Gisela Nuwa, "Kemerosotan Moral Siswa Pada Masa Pandemic Covid-19: Meneropong Eksistensi Guru Pendidikan Agama Islam," *Atta'dib Jurnal Pendidikan Agama Islam* 1, no. 2 (November 15, 2020): 1–17, https://doi.org/10.35673/atta'dib.v1i2.945; Qomaruzzaman Azam Zami and Bagong Suyanto, "Digital Divide for Teacher During Pandemic Covid-19," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (July 30, 2021): 213–24, https://doi.org/10.31538/almada.v4i2.1235.

[6] Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*.

required to have the knowledge and the ability to implement their knowledge. Therefore, a teacher must be able to carry out his duties professionally because professionalism is a job or activity carried out by a person and becomes a source of income for life that requires expertise or skills that meet certain quality or norms and requires professional education.[7]

In addition, teachers must have the ability and basic skills in teaching needed for the smooth teaching and learning process. Basic teaching skills (*teaching skills*) are a general characteristic of a person associated with knowledge and skills that are realized through action. Basic teaching skills (*teaching skills*) are basically in the form of basic and special forms of behavior that must be possessed by a teacher as initial capital to carry out their learning tasks in a planned and professional manner.[8] The basic teaching skills of teachers are applied, the indicators include opening lessons, questioning skills, reinforcement skills, variation skills, explaining skills, class management skills, individual learning skills, and closing lessons[9]. As stated by JJ Hasibuan and Moedijono about the importance of equipping students through macro because there are several benefits, namely generating, developing, and fostering certain skills for prospective teachers in teaching later so that learning can run effectively and efficiently. The positive and negative impacts of current technological advances make the role of a teacher very important. This is because the demands faced by students are very high. The quality of a teacher will determine how students will be in the future. One alternative that can be done in improving the quality of education is improving the quality of teachers.[10]

Teaching in a class with a large number of students with an allotted time of 40 minutes for one meeting is not an easy and complex job. For a prospective teacher, it will be felt more complicated especially if the learning is done online, it will be more complicated than face-to-face learning. If the teacher practices experiencing teaching errors, it will have a direct impact on many students. This is one of the weaknesses that are often faced by a practicing teacher. To overcome these weaknesses, Microlearning is needed (*Micro Teaching*).[11]

Subject *micro-teaching* is one of the compulsory subjects that must be *fulfilled* for 6th-semester students. *Microteaching* comes from two words, *micro, and* teaching. *Micro* means small, narrow, and few. *Teaching* means teaching. Therefore, *Microcontrolling teaching is a teaching* activity in which all aspects of teaching are minimized or simplified. The reduction or simplification of some aspects of teaching *makes micro-teaching* is not as complicated as ordinary teaching activities.[12]

The purpose of implementing *microlearning* according to T. Gilarso that the purpose of *microlearning* is divided into two, the general goal of training basic teacher abilities and skills.

[7] Rusman, *Model Model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: PT Raja Grafindo Persada, 2015).

[8] Akhmad Sirojuddin, Andika Aprilianto, and Novela Elza Zahari, "Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru," *Chalim Journal of Teaching and Learning (CJoTL)* 1, no. 2 (2021): 159–68.

[9] Rusman, *Model Model Pembelajaran Mengembangkan Profesionalisme Guru.*

[10] Pipit dan Fauzi Yuberta Firmanti, "Penerapan Lesson Study Untuk Meningkatkan Kemampuan Mengajar Mahasiswa FTIK IAIN Bukittinggi," *Jurnal IAIN Bukittinggi* 6, no. 1 (2019): 2.

[11] Matti Karlström and Karim Hamza, "Preservice Science Teachers' Opportunities for Learning Through Reflection When Planning a Microteaching Unit," *Journal of Science Teacher Education* 30, no. 1 (January 2, 2019): 44–62, https://doi.org/10.1080/1046560X.2018.1531345.

[12] Barnawi M. Arifin, *Micro Teaching Teori & Praktik Pengajaran Yang Efektif Dan Kreatif* (Yogyakarta: Ar-Ruzz Media, 2015).

The specific goal is to train prospective teachers to be skilled in making learning designs, get a teaching profession, and grow self-confidence. Meanwhile, according to Dwight Allen[13], said that the objectives of *micro-teaching for* prospective teachers are: (1) to provide real teaching experience and practice some basic teaching skills, (2) prospective teachers can develop their teaching skills before they enter the field, (3) provide the possibility for prospective teachers to acquire a variety of basic teaching skills.

Thus, the learning objective of *micro-teaching* is to train prospective teachers to have basic and special skills in the learning process. The final goal to be achieved in *microlearning teaching* is the formation of prospective teachers who know the learning process and have good attitudes and behavior as a teacher. Meanwhile, the function of *microteaching learning* is not only as a means of practice in practicing teaching skills, but also one of the requirements for students who will participate in Field Experience Practice (PPL).[14] As FTIK students and prospective teachers, they must be able to master skills in teaching well. One way that can be done is to master the material to be taught and practice a lot.[15]

The Bukittinggi State Islamic Institute is one of the institutions that conduct lectures online (in a network). One of the courses conducted online is the *Micro Teaching course.* This study aims to find out the description of online *micro teaching-learning* for IRE[16] students in semester 6 of the 2020/2021 academic year, perceptions of managing classes for IRE students in semester 6 for the academic year 2020/2021, and the effect of online *micro teaching-learning* on perceptions of managing classes for IRE students in semester 6 for the 2020 the academic year 2021 at IAIN Bukittinggi.

RESEARCH METHODS

This type of research uses a quantitative approach. Quantitative research is research that generally uses statistical analysis.[17] The nature of this research is a correlation, which is looking for the relationship between the independent variable and the dependent variable. According to Suharsimi Arikunto, correlational research is research that is intended to see whether there is a relationship between two variables or several variables[18]. In this case, it is looking for a relationship between online *micro teaching learning* and the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi.

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions[19]. The population in this study were all 6th-semester IRE students for the 2020/2021 academic year who took part in online *micro teaching-learning* at the Tarbiyah and Teacher Training Faculty at IAIN Bukittinggi, totaling 174 students.

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[13] Robert Nelson Bush, Dwight William Allen, and Institute for Development of Educational Activities, *Micro-Teaching* (IDEA, 1970).

[14] Zainal Asril, *Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan* (Depok: Rajawali Pers, 2018).

[15] Irna dan Zulfani Sesmiarni Andriati, "Analisis Keterampilan Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan IAIN BUkittinggi Dalam Menjelaskan Materi Pelajaran," *E-Tech Jurnal Ilmiah Teknologi Pendidikan* 8, no. 1 (2020).

[16] Islamic Religious Education in Indonesia is *Pendidikan Agama Islam (IRE)*

[17] Khalifah Mustami dkk Muh, *Metodologi Penelitian* (Makassar: Alauddin Pers, 2012).

[18] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2016).

[19] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2018).

While the sample is a sub of a set of elements selected to be studied[20]. Meanwhile, according to Suharsimi Arikunto, the sample is part or representative of the population being studied. If the total population is less than 100 then the samples taken are all. Meanwhile, if more than 100 then the sample can be taken between 10-15% or 20-25% or more. The samples in this study were IRE students in semester 6 of the 2020/2021 academic year who were selected using the *simple random sampling technique,* said to be *simple* (simple) because the sampling was done randomly without regard to the strata in the population. In this study, researchers took 20% of the population that will be used as research samples with a total of 35 students. As for the data, the collection instrument used a questionnaire (questionnaire) which is distributed via *a google form.*

RESULTS AND ANALYSIS
Results

This research was conducted to determine the effect of online *micro teaching-learning* on the perception of managing the 6th-semester IRE student class in the 2020/2021 academic year at IAIN Bukittinggi, therefore the researchers conducted and collected data using a questionnaire distributed to the research sample, namely students of the Faculty of Tarbiyah and Sciences. Teachers at the Islamic Religious Education Study Program who take part in online *micro teaching-learning* at IAIN Bukittinggi. This questionnaire was distributed by researchers using a *Likert scale* consisting of positive statements and negative statements.

To get a detailed picture of the effect of online *micro teaching-learning* on the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi, the researchers describe the research data as follows:
The following is a description of the research data:

Table 1. Characteristics of Data by Gender

No	Gender	Frequency	Percent
1	Male	7	20%
2	Female	28	80%
Total		**35**	**100%**

The table above shows that the total number of data from the research sample is 35 students with male gender totaling 7 students, while female students amounting to 28 students. Based on the data above, it can be understood that more women answered the questionnaire statements than men.

Descriptive statistics is a description of statistical research data. The following describes the results of descriptive statistical analysis.

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[20] Jonathan Sarwono, *Metode Penelitian Kuantitatif Dan Kualitatif* (Yogyakarta: Graha Ilmu, 2012).

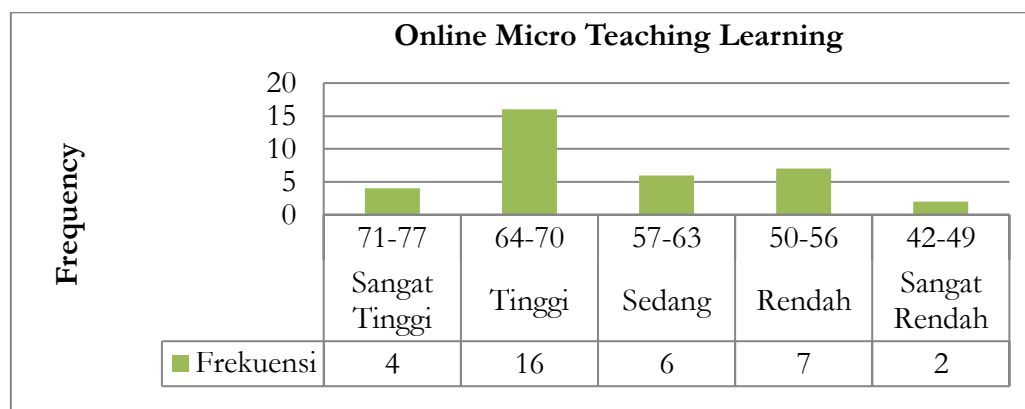**Table 2. Empirical Data Scores for Statistical Research Variables**

	Online Micro Teaching Learning	Perceptions of Managing Class
N Valid	35	35
missing	0	0
mean	63.0000	54.6571
Std. Error of Mean	1.42546	.89531
median	640000	55.0000
Mode	68.00	55.00 ª
Std. Deviation	8.43313	5.29674
Variance	71.118	28.055
Range	33.00	25.00
Minimum	42.00	40.00
Maximum	75.00	65.00
Sum	2205.00	1913.00

a.   Multiple modes exist. The smallest value is shown

Based on Table 2 above, it is known that the empirical data score of the online *micro teaching-learning variable has a Mean value of* 63,0000, Median 64,0000, Maximum value of 75.00, Minimum 42.00, *Std. Deviation* 8.43313. while the empirical data scores for the ability to manage class variables have a *Mean value of* 54.6571, Median 55.0000, Maximum value 65.00, Minimum 40.00, *Std. Deviation* 5.29674.

Online *Micro Teaching* Learning

Data were collected through questionnaires distributed to a sample of 35 students using answers according to *a Likert scale* consisting of 5 statements: Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree. For answers regarding *Micro Teaching* Online Learning for IRE students in semester 6 of the 2020/2021 academic year, it will be explained through the following graph:
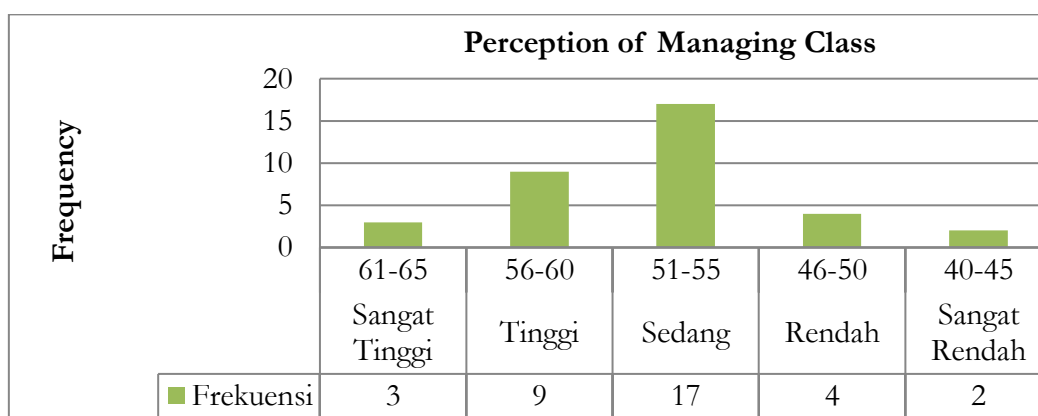

Online Micro Teaching Learning

	71-77 Sangat Tinggi	64-70 Tinggi	57-63 Sedang	50-56 Rendah	42-49 Sangat Rendah
■ Frekuensi	4	16	6	7	2

Graph 1. Online *Micro Teaching* Learning

Based on Graph 1 above, it can be seen that 4 students (interval 71-77) stated that students' online *micro teaching-learning* was in the very high category, 16 students (64-70 interval)

stated that students' online *micro teaching-learning* was in the high category, 6 students (interval 57-63) stated that students' online *micro teaching-learning* was in the medium category, 7 students (50-56 intervals) stated that how many students' online *micro teaching-learning was* in a low category, 2 students (42-49 intervals) stated that online *micro-teaching* is in the very low category. So the online *micro teaching-learning* for IRE students in semester 6 of the 2020/2021 academic year at IAIN Bukittinggi is in the high category, which is in the 64-70 interval with 16 students answering.

Perception of Managing Class

For answers regarding the Perception of Managing Classes for IRE students in semester 6 of the 2020/2021 academic year, it will be explained through the following graph:

Perception of Managing Class

	61-65 Sangat Tinggi	56-60 Tinggi	51-55 Sedang	46-50 Rendah	40-45 Sangat Rendah
■ Frekuensi	3	9	17	4	2

Graph 2. Perception of Managing Class

Based on Graph 2 above, it can be seen that 3 students (interval 61-65) stated that the perception of managing student classes was in the very high category, 9 students (interval 56-60) stated that the perception of managing student classes was in the high category, 17 students (interval 51-55) stated that the perception of managing a student's class was in the moderate category, 4 students (interval 46-50) stated that the perception of managing a class of students was in a low category, 2 students (interval 40-45) stated that the perception of managing the class was at very low category. The conclusion on the perception study of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi is in the medium category, which is in the 51-55 interval with 17 students who answered.

The Effect of Online *Micro Teaching Learning* Regarding the Perception of Managing IRE Student Classes in Semester 6 of the 2020/2021 Academic Year at IAIN Bukittinggi

To find out how much influence online *micro teaching-learning has* on the perception of managing the student class, the writer conducted a correlation coefficient test and a determination coefficient test. The results of the correlation test on the variable influence of online *micro teaching-learning* on the perception of managing student classes can be seen in the following table:

Correlation Coefficient Test

This study looks at how much influence online *micro teaching-learning has* on the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi. So, to answer this question, the researcher conducted a correlation test on SPSS 20.

The hypothesis in the sentence description is as follows:

1. Ha: Online *Micro Teaching Learning Affects* Students' Classroom Management Perceptions.
2. Ho: Online *Micro Teaching Learning* Has No Influence on Students' Classroom Management Perception

Decision making from the correlation table, namely:

1. If Sig is above 0.05 then received
2. If Sig is below 0.05 then rejected

The results of the correlation test on the variable influence of online *micro teaching-learning* on the perception of managing student classes can be seen in the following table:

Table 3. Correlation Coefficient Test

Correlations

		X	Y
Online *Micro Teaching Learning*	Pearson Correlation	1	.470 **
	Sig. (2-tailed)		.004
	N	35	35
Perception of Managing Class	Pearson Correlation	.470 **	1
	Sig. (2-tailed)	.004	
	N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

From the correlation results in the table above which is the result of a search using SPSS 20, the degree of relationship between variables X and Y is 0.470. To correlate the two variables, the *degree of freedom* df = n-2 (35-2=33) is sought. Then seen the *product-moment* correlation at significant 0.05 with df = 0.344. Based on the interpretation guidelines if < then there is no significant relationship. In the calculation results above, it is known that 0.470 > 0.344. So it can be seen that there is a significant correlation (relationship) between online *micro teaching learning and the* perception of managing the class. If we look at the guideline table for *product-moment interpretation, it* can be concluded that 0.470 lies in the range (0.40 -0.599) i.e., there is a moderate or moderate correlation between the x and y variables.

Coefficient of Determination Test

This determination test is to find out how much variable X (*Micro teaching* Online Learning) affects variable Y (Perception of Managing Student Classes). For the coefficient of determination between variables, it is done using SPSS 20.

Table 4. Coefficient of Determination Test

Model Summary

	R	R *Square*	*Adjusted* R *Square*	*Std. The Error of the Estimate*
1	.470 [a]	.221	.197	4.74518

a. *Predictors: (Constant*), Online *Microteaching Learning*

While the results of the coefficient of determination between the online *micro teaching-learning variables on* the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi, the figure was 22.10%. So it can be interpreted that 22.10 % of students' perceptions of managing class are determined by online *micro teaching-learning*, while the remaining 77.90% is determined by other factors outside of this study.

Analysis

The purpose of this study was to find out how online *micro teaching-learning is for* IRE students in semester 6 of the 2020/2021 academic year, then how the perception of managing classes for IRE students in semester 6 for the academic year 2020/2021 is and also to test how much influence online *micro teaching-learning has* on perceptions of managing the classroom. 6th-semester IRE students for the 2020/2021 academic year at IAIN Bukittinggi. This study uses a correlational quantitative method. This research was conducted by distributing online *micro teaching-learning* questionnaires and a questionnaire on perceptions of managing the 6th-semester IRE Study Program students in the 2020/2021 academic year at IAIN Bukittinggi, totaling 174 students. And the researcher took some to be a sample of 35 students who were taken 20% from each class. The research results will be described as follows:

Online *Micro Teaching* Learning

The classification of online *micro teaching-learning* is divided into five categories, namely the very high category with 4 students (11%) stating that students' online *micro teaching-learning* is in the very high category, 16 students (46%) stating that students' online *micro teaching-learning* is in the high category. , 6 students (17%) stated that students' online *micro teaching-learning* was in the medium category, 7 students (20%) stated that students' online *micro teaching-learning was* in a low category, 2 students (6%) stated that online *micro teaching-learning was in a low category.* in the very low category. So online *micro teaching-learning* for IRE students in semester 6 of the 2020/2021 academic year at IAIN Bukittinggi is in the high category, which is 46%.

Perception of Managing Class

Classification of perceptions of managing classes is divided into five categories, namely very high category with 3 students (8.5%) stating that the perception of managing student classes is in the very high category, 9 students (26%) stating that the perception of managing student classes is in the high category, 17 students (48.5%) stated that the perception of managing a student's class was in the medium category, 4 students (11%) stated that the perception of managing a class of students was in a low category, 2 students (6%) stated that the perception of managing the class was in a low category. very low. The conclusion on the

perception study of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi is in the medium category, which is 48.5 %.

The Effect of Online *Micro Teaching Learning on* Students' Classroom Management Perceptions

Based on the results of the hypothesis testing that has been carried out, it can be seen that there is a positive significant effect between online *micro teaching-learning on* the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi. This can be seen from 0.472, while from the *free of freedom* (df) = 33, is obtained the number 0.344 at a significance level of 0.05. So it can be seen that the correlation index ( ) is 0.470 > 0.344, located between (0.40-0.599) which can be interpreted that online *micro teaching-learning* has a "fair/moderate" correlation to the perception of managing classes experienced by IRE students in semester 6 of the 2020 academic year/ 2021 at IAIN Bukittinggi. Based on the coefficient of determination between the online *micro teaching-learning variables on* the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi, the results obtained are 22.09% the perception of managing student classes is determined by online *micro teaching-learning*, and 77.91% determined by other factors. According to Djamarah stated by Moh Toharuddin, factors that influence classroom management include physical environmental factors such as the room where the teaching and learning process takes place in the classroom, seating arrangements, ventilation, and lighting arrangements, and storage arrangements for goods. Furthermore, socio-emotional conditions such as the type of leadership of a teacher whether democratic, authoritarian, or adaptive all have an impact on students, the teacher's attitude in dealing with students who violate school rules should remain patient and continue to show a friendly attitude, the teacher's voice also influences the process. teaching and learning, and fostering a good relationship between educators and students. Furthermore, organizational conditions factors such as internal factors of students or the personality possessed by each student, external factors of students related to the problem of learning atmosphere, student placement, a grouping of students, number of students, and so on.[21]

The results of this study are also strengthened by the theory put forward by JJ Hasibuan and Moedijono about the importance of equipping students through microlearning because there are several benefits, namely generating, developing, and fostering certain skills for prospective teachers in teaching later. And can develop essential skills and can also be trained in a controlled manner.[22] Student-teacher candidates must be able to apply skills in teaching so that the teaching and learning process can run effectively and efficiently.

According to Barnawi and M. Arifin, teachers must also use all their abilities to teach students. Teachers are required to use all the knowledge gained from the results of the *micro-teaching program* that has been followed. In addition, teachers must mobilize all their abilities to ensure changes in student behavior. Teachers are not only required to provide as much material as possible, but teachers must also be able to create an atmosphere of learning environment that can make children interested in learning.

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[21] Moh Toharuddin, *Buku Ajar Manajemen Kelas* (Jateng: Lakeisha, 2019).
[22] J.J dan Modjiono Hasibuan, *Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2011).

So it can be concluded that the results of this research that has been carried out prove that there is an effect of online *micro teaching-learning on* the perception of managing student classes. So it can be said that this research has a significant effect on being accepted and rejected.

CONCLUSION

Research related to the Effect of *Micro Teaching Learning on* Perceptions of Managing Classes for IRE Students in Semester 6 of the 2020/2021 Academic Year at IAIN Bukittinggi, the following conclusions were obtained: The average score of the online learning questionnaire for IRE Students in the 6th Semester of the *2020/2021* Academic Year at IAIN Bukittinggi is in the high category with a percentage of 46% so the online *micro teaching-learning* of IRE students in the 6th semester of the 2020/2021 academic year at IAIN Bukittinggi is in the high category. The average score of the perception questionnaire on managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi is 48.5% so the perception of managing the 6th-semester IRE student class for the 2020/2021 academic year at IAIN Bukittinggi is in the medium category. The results of testing data on the Effect of Online *Microteaching Learning on the* Perception of Managing Classes of IRE Students in Semester 6 of the 2020/2021 Academic Year at IAIN Bukittinggi in the research results there is a significant influence between Online *Micro Teaching Learning and* the perception of Managing Student Classes, which means that they are rejected and accepted. Based on the results of the *Correlation calculation* using SPSS 20, a significant value of 0.004 0.05 was obtained, while the results of the calculation with a value of 0.470 and 0.344, then from And in the *Product Moment* interpretation guideline the correlation coefficient interval is at 0.40-0.599 with a "sufficient" relationship level. While the percentage of online *micro teaching-learning contribution to* the perception of managing student classes is 22.10%, the remaining 77.90% is influenced by other factors.

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