

The Effect of the Kampus Mengajar Program on English Education Students' Teaching Skills: A Comparative Study

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ABSTRACT

Purpose – This study aims to review the Effect of the Kampus Mengajar Program on the Teaching Skills of English Language Education Students of the 2021 intake at Universitas Muhammadiyah Surakarta. This initiative offers direct teaching practice in schools, which is expected to improve their pedagogical competence.

Method – The sample consisted of 54 participants from batches 5, 6, and 7, using a descriptive-comparative quantitative approach with a retrospective pretest-posttest design. Data collection used a closed questionnaire with a Likert scale. The questionnaire consisted of 21 indicators: 15 questions based on the microteaching approach of Allen & Cooper (1972) and 6 questions based on the CLT theory of Richards (2006). Technical data analysis was conducted using SPSS software version 24 for Windows.

Findings – The results of the study, based on the Wilcoxon signed-rank test, indicate that (1) students' teaching skills during the pretest are at the developing level with an average score of 3.05; (2) teaching skills after the posttest increase to the proficient category with an average score of 3.73; and (3) there is a significant difference between the pretest and posttest results, as shown by the Z value = -4.711 with Asymp. Sig (2-tailed) = 0.000 < 0.05.

Research Implications – These findings highlight the importance of experiential learning programs in enhancing the pedagogical competencies of English education students. However, the sample size is small, and the use of self-perception means that further research is recommended to use a mixed approach with a wider sample.

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Introduction

While the Kampus Mengajar program has been widely implemented, limited studies have empirically examined its impact on the pedagogical competencies of English education students. The Kampus Mengajar is a place for students to develop their teaching skills and gain real-world experience as prospective teachers. Kemendikbudristek (The government through the Ministry of Education, Culture, Research, and Technology) initiated the Kampus Mengajar Program (Campus Teaching Program). The Kemendikbudristek has a program called Merdeka Belajar Kampus Merdeka (MBKM) policy (Independent Learning Campus Freedom) with Program Kampus Mengajar, one of the programs of MBKM. Based on the Kampus Mengajar guidebook, Batch 6 (2023), this activity can be used to convert courses for students participating in the program for one semester. Later, students will be directly involved as partner teachers at the elementary, middle, and vocational high school levels according to their respective placements. This program also benefits students in developing their kompetensi pedagogik, sosial, and profesional in a real-world setting. Partner schools targeted are schools that require special attention in literacy and numeracy. This aligns with the national priority agenda, specifically improving literacy and numeracy in Indonesia, which remains a priority. The stages of the Kampus Mengajar program implementation are three phases, namely pre-assignment, assignment, and post-assignment:

Pre-Assignment Phase, one thing that needs to be underlined in this phase is that students are given briefings containing theories that can help students in implementing work programs in the field. The material taught in the briefing includes knowledge and skills needed by students during the program, such as Literacy (Basic concepts of literacy, literacy movements, library administration, and reading corners). Numeracy (Basic concepts of numeracy, mathematical entertainment, mathematics around me, school numeracy movements, numeracy in everyday life). Assessment (Literacy and numeracy assessments in schools, non-cognitive assessments in class). National Vision (Pancasila student profile, Pancasila student profile strengthening project, prevention of the three major sins of education (bullying, sexual violence, intolerance), Good Practices of the Climate Change Mitigation Work Program in Schools). Soft Skills (Communication and cultural adaptation, Analytical thinking and creative problem solving in schools, Resilience with a growth mindset, facilitating skills in schools, Collaborative action plans). Current Issues (Merdeka Mengajar Platform, SPADA DIKTI Platform)

Assignment Phase, in this phase, one of the most important parts is that students implement the work program that they have designed in groups, guided by field supervisors and mentor teachers. During this phase, a communication and coordination forum, coaching clinic, and inspirational sharing session are also provided.

The post-assignment phase is one of the phases that is the assessment or equivalence of learning outcomes of 20 semester credit systems.

Thus, this program has the potential to improve pedagogy, teaching readiness, self-confidence in facing learning challenges, and especially students' teaching skills. Teaching skills are essential for teachers, particularly for those in the Department of English Education at Universitas Muhammadiyah Surakarta (UMS). It is certainly important that its graduates are skilled in teaching. Teacher teaching skills refer to the ability to help others develop and adapt to their environment by utilizing the competencies that the teacher possesses (Nurhandayani, 2024). Every teacher must possess teaching skills in managing the class. In this case, education students must have teaching skills.

To support the development of teaching skills, microteaching-based training has been widely used for a long time. Microteaching skills for teachers can be developed through a microteaching approach by Dr. Dwight Allen and Dr. James Cooper. They are scientists who initiated the concept of teaching skills, especially the idea of microteaching. According to Allen & Cooper (1972), several important skills must be mastered in basic teaching skills, namely: (1) Fluency in asking questions is related to the speed, accuracy, and clarity of teachers in conveying questions to students. (2) Probing questions are follow-up questions used to encourage students to explain or clarify their answers. (3) Higher-order questions are skills that are still related to questions. Usually related to the higher realm of thinking according to Bloom's taxonomy, such as analyzing, evaluating, or creating. The goal is for students can think critically and creatively, not just remember facts. (4) Divergent questions are questions that encourage creativity and discussion because there is more than one correct answer. (5) Reinforcement provides positive responses to students' correct answers or desired behavior. (6) Recognizing attending behavior, teachers can feel students' attention during learning and maintain their focus by giving praise to students who are focused or can do it with eye contact. (7) Silence and nonverbal cues, teachers' can know the gaps where to pause in explaining so that students have time to think can be non-verbal facial expressions, body movements and body posture. (8) Cuing provides clues or signals for students to remember information or find answers. (9) Set induction is the teacher's action of connecting new material with students' previous experiences. (10) Stimulus variation uses variations in teaching such as methods, media, intonation, or movements so that learning is not monotonous. (11) Closure The teacher closes the lesson by summarizing important points, checking students' understanding, and then connecting today's material with the next material. (12) Lecturing conveys information in learning clear, logical, and interesting way so that students can clearly understand the content of the lesson and remember it. (13) Use of examples uses real-life examples to help students understand difficult or abstract concepts. (14) Planned repetition repeats important points at different times to help students remember and understand the material's concept. (15) Completeness of

communication: Teachers must ensure completeness in teaching so that the message conveyed is clear, understandable, and structured (Allen & Cooper, 1972). All of these skills are basic skills in teaching that must be mastered by a teacher. In addition to the basics in teaching.

Then, as a language major, language teaching skills cannot be missed because they are the key to teaching so that students are able to understand the teaching delivered well. To hone language teaching skills for students using the Communicative Language Teaching (CLT) approach by Jack C Richards, which is a development of the previous CLT theory, namely from the ideas of Hymes, Wilkins, and Widdowson. From Richards (2006) several skills must be mastered, including: (1) the ability to facilitate communicative interaction. (2) the ability to design communicative activities. (3) ability to act as a facilitator in language learning. (4) Mastery of task-based language teaching (TBLT). (5) integration of language skills. (6) using authentic materials and real-life contexts.

The program has attracted a lot of interest from the 2021 batch of English language education students at UMS. From the official UMS policy (Universitas Muhammadiyah Surakarta) website, as of 2023, the number of active English Language Education students is 203. From that number, based on the notification letter of the Kampus Mengajar participant, 27 students took part in the 5th batch, 53 students in batch 6, and 25 students in batch 7. The total number of English education students from the 2021 batch who participated in the Kampus Mengajar program from batches 5 to 7 was 105 students, which means half of the number of students participated in the Kampus Mengajar program. This high level of enthusiasm indicates that many of them want to gain first-hand experience in the world of education. However, the direct impact of this program on their teaching skills requires further research.

General teaching skills and language teaching skills are essential requirements for prospective English teachers to become future teachers. This literature review examines the theoretical basis and empirical research related to: teaching skills based on Microteaching and CLT theories, the Kampus Mengajar Program, and previous research that forms the basis for the current research.

According to Allen & Cooper (1972) to hone basic teaching skills for students, consisting of questions, feedback, stimulation variations, and closing of learning, small-scale training methods are used. Microteaching provides opportunities for them in a controlled environment. Even at UMS itself, microteaching is a compulsory course that must be taken by all students of the faculty of teacher training and education, and it is also a requirement that must be met before participating in the Introduction to School Field II (PLP II) activity to obtain quality learning (Prayitno et al., 2020). In Indonesia, microteaching has long been used in various universities to improve teacher quality since 1977 (Rohmah, 2021). The benefits of microteaching itself for students, according to Rianti

et al. (2025) state that of the 8 microteaching skills (opening and closing skills, explaining skills, questioning skills, variation skills, reinforcement skills, class management skills, discussion skills, and small group and individual teaching skills) proves that 90% of students have good to very good mastery. Skill enhancement was also confirmed by Nasution et al. (2023) who found that microteaching improved English language education students' abilities, such as opening, explaining, and closing lessons. Another study by Blegur et al. (2024) also reported that microteaching improved creativity and technological literacy for novice teachers.

The Communicative Language Teaching (CLT) approach develops language competencies by prioritizing authentic communication in real-life settings. The goal is to develop skills through meaningful language tasks for students in improving communicative competencies (Richards, 2006). Research by Sitoy & Sonsona (2024) shows that the implementation of CLT by teachers in schools focuses on meaningful learning and active participation. Similarly, in improving, Ramadhani et al. (2024) found that CLT increases student motivation and engagement, in line with the Independent Curriculum. Lestari & Margana (2024) in their research showed that although CLT is effective in improving skills, there are obstacles to resources and student proficiency, such as limited vocabulary, uneven language proficiency, and students' reluctance to practice English, but all of these can be overcome. Research by Yahya et al. (2024) has shown that CLT can improve speaking skills, but this improvement must be balanced with material adaptation.

Research results from Makhfuzza et al. (2022) It is evident that the perception of Kampus Mengajar students towards the Kampus Mengajar Program of the Faculty of Teacher Training and Education, University of Riau, is quite positive. The Kampus Mengajar program has succeeded in improving student teaching skills and increasing student motivation and understanding of the material at the placement school. Research from Adisti & Sumardjoko (2024) proves that student interest in the Kampus Mengajar program influences professional teacher readiness. The higher the interest, the higher the professional teacher's teaching readiness. Teaching experience at the Kampus Mengajar program also influences student teaching readiness.

The various literature reviews above demonstrate that microteaching has a strong influence on improving teaching skills and that CLT also enhances English language proficiency, although its implementation varies. However, research assessing Kampus Mengajar programs on the teaching skills of students, particularly those majoring in English language education, is lacking. Therefore, this study aims to fill this gap.

Research is needed to evaluate the teaching skills of English language students as prospective teachers, according to the context that has been described. The formulation of the problem in this study is: 1. What is the level of students' ability in teaching skills

before participating in the Kampus Mengajar program? 2. How is the level of students' ability in teaching skills after participating in the Kampus Mengajar program? 3. Is there a significant difference in the level of students' ability in teaching skills between the period before and after participating in the Kampus Mengajar program?

Although the Kampus Mengajar Program itself has been running for several batches, and there are several studies on this program, studies on the teaching skills of English education students are still very limited. This study aims to explore the influence of the Kampus Mengajar program on English education students Class of 2021, Universitas Muhammadiyah Surakarta, with a focus on teaching skills, it is hoped that it can provide new insights into the effectiveness of the program in supporting the teaching skills of graduates, as well as being a reference for the development of experience-based programs in the future.

Methods

Research methods are scientific methods used in research through rational, empirical, and systematic scientific methods in a scientific discipline (Tersiana, 2018). This study used a descriptive-comparative quantitative approach with a retrospective pretest-posttest design. Respondents were asked to assess their teaching skills through personal perceptions before and after participating in the Kampus Mengajar program according to their experiences.

The participants in this study, selected through a purposive sampling technique, were 105 English Language Education students from Universitas Muhammadiyah Surakarta, batch 2021, who had participated in the Kampus Mengajar program, batches 5, 6, and 7. The sample size for this study was 54 students. Characteristics of the respondent are:

Table 1. The Characteristics of Respondents

Characteristic	Category	Percentage
Batch	5	27%
	6	51.9%
	7	20.4%
Gender	Female	77.8%
	Male	22.2%
Placement School Level	Elementary	94.4%
	Middle	3.7%
	Vocational School	1.9%

From the category, students who participated in the program were predominantly female; the batch with the highest enthusiasm was batch 6, and almost all of them contributed to elementary school.

The research instrument was a Google Form questionnaire consisting of Sections A and B, which corresponded to the sections before and after the participant's participation in the program. The instrument reliability test used Cronbach's Alpha as shown in the table below:

Table 2. Reliability Test Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	21

The result obtained ($\alpha = 0.962$) according to George & Mallery, 2003, The Cronbach's Alpha value > 0.90 indicates a very high level of reliability. In addition, construct validity was verified by expert judgment. Therefore, the instrument in this study is declared highly reliable. The questionnaire consisted of 21 questions, 15 of which were based on the microteaching theory by Allen & Cooper (1972), which explains basic teaching skills. Indicators from the questionnaire questions include fluency in asking questions, probing questions, divergent question, higher-order questions, the ability to recognize student behavior, providing reinforcement, the ability to provide cues and silence, giving instructions (cuing), stimulus variation, lesson opening (set induction), lesson closing, planned repetition, the ability to give effective lectures, the use example, and completeness of communication. Each indicator is used to measure classroom interactions and important pedagogies practiced by teachers. Added to the six questions in the Communicative Language Teaching theory by Richards (2006), questions 16-21 contain the ability to facilitate communicative interactions, design communicative activities, act as a facilitator in the classroom, implement Task-Based Teaching (TBLT), integrate language skills, and apply authentic materials related to real life. Overall, these indicators relate to the communicative aspects that prospective teachers must possess in their teaching.

Data collection was conducted by distributing a Google Form to students via WhatsApp. The questionnaire used a Likert scale ranging from 1 - 5. This Likert scale is used to assess responses to evaluative questions from a series of statements from which respondents can choose (Perry et al., 1999). The assessment categories were as follows:

Table 3. The Assessment Categories

Rank	Category	Description of the category
1	Very incompetent	Never used this skill in teaching at all.
2	Incompetent	Have tried but are unsure or have not performed well.
3	Moderately capable	Have done it and feel confident, but not consistently
4	Capable	Can do it well in teaching activities.
5	Very capable	Very confident, often, and consistently.

Meanwhile, to interpret the average data value, use the interval obtained from the Interval formula = $(5-1)/5 = 0.80$. This formula is obtained from the maximum value minus the minimum, then divided by the number of values (Riduwan, 2022), so that the mean assessment interval category is as follows:

Table 4. The Average Category Value

Mean Score	Category
1.00-1.80	Very incompetent
1.81-2.60	Incompetent
2.61-3.40	Moderately capable
3.41-4.20	Capable
4.21-5.00	Very capable

The questionnaire was completed over five days, from June 29 to July 3. It was voluntary, and confidentiality was guaranteed.

The data processing and analysis method used IBM SPSS Statistics version 24.0 for Windows. Descriptively, to see the average score of each program indicator to determine the effect before and after the program, to find out which skills experienced an increase, whether microteaching or CLT, and to find out which indicators experienced the greatest increase. Furthermore, the Paired Sample Test was used to determine the significance of the overall score difference. Analysis of the difference in the average score of each indicator was used to identify the skill aspects that experienced the greatest increase. Before conducting the hypothesis test, a normality test was performed to determine the distribution of the pretest and posttest data. The Shapiro-Wilk test, with a p-value of <0.05 , indicated that the data were not normally distributed. The Wilcoxon Signed Rank Test was then performed as a non-parametric alternative to measure the difference between two related samples. This test was chosen because it analyzes paired data with a non-normal distribution. The Research Flow is presented in the following diagram:

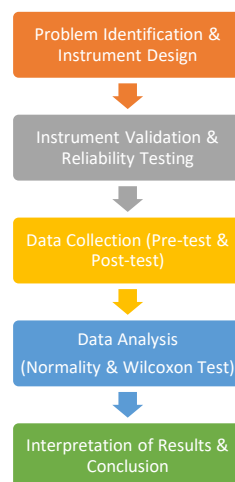


Figure 1. Diagram Flow of The Research

Result

The normality test aims to determine whether the data is normally distributed or not. If the Sig. > 0.05 = Data is normal, if Sig. < 0.05 = Data is not normal and must use the non-parametric Wilcoxon signed rank test first.

Table 5. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Microteaching Different	.163	54	.001	.912	54	.001
CLT Different	.154	54	.003	.928	54	.003
Teaching Skills Differently	.171	54	.000	.898	54	.000

a. Lilliefors Significance Correction

In Table 5, the Normality Test found that using a parametric test resulted in a p-value < 0.05 for microteaching skills with a sig. 0.001, CLT skills with a sig. 0.003, and a total teaching skills score of sig. 0.000. Therefore, the score data is not normally distributed, and a non-parametric Wilcoxon signed-rank test is required. This is because the Wilcoxon Signed Rank test is a non-parametric alternative to the paired t-test. (Pappas & DePuy, 2004) Table 6. A Summary of the Wilcoxon test result for the differences before and after the program. This table demonstrates the significance of the data and the students' teaching competence. The data shows an increase in the average score (mean) from 3.09535 before the activity to 3.7456 after the activity.

Table 6. Summary of Wilcoxon Test Results

Aspect	Mean Before	Mean After	Z-value	P-value	Interpretation
Teaching Competence	3.0935	3.74565	-4.711b	0.000	Significant

The table above shows that the Wilcoxon Signed-Rank Test results showed a significant increase in student teaching ability ($z = -4.711$, $p < 0.01$). To measure the effect size value according to Cohen, 2013 the formula $r = Z / \sqrt{N}$ can be calculated, resulting in $r = 0.64$. Interpretation of the r value of Cohen's is 0.11 = small effect, 0.30 = Medium effect, 0.50 or more = Large effect. These results indicate that the Kampus Mengajar Program has a significant impact on improving the University of Muhammadiyah Surakarta.

A visualization of the change in teaching ability score before and after is shown in Figure 2 below:

Paired Mean Plot: Improving Students' Teaching Skills Before and After Kampus Mengajar Program

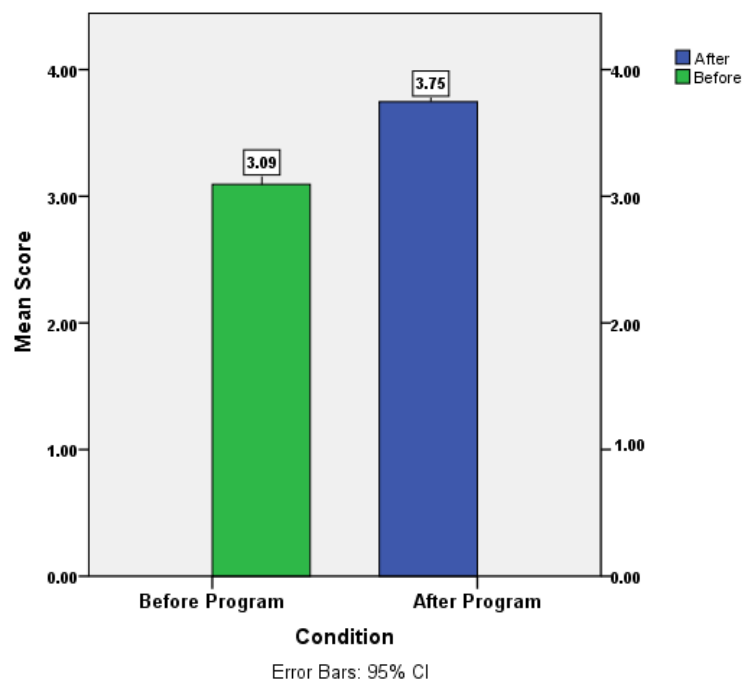


Figure 2. Graph of Student Skills Improvement

Based on the results obtained, direct teaching experiences in community service schools through the Kampus Mengajar Program improved students' pedagogical aspects, particularly in strengthening microteaching skills, including learning reflection, planning, and implementation. This improvement supports the Microteaching theory (Allen & Cooper, 1972), which emphasizes the importance of teaching competencies through guided practice and direct feedback. Furthermore, these findings align with the principles of CLT, which emphasize learning in real-world contexts through authentic communication practice. Therefore, it can be concluded that the Kampus Mengajar Program has been empirically proven to improve English Language Education students' teaching readiness, both technically and pedagogically.

Discussion

The research findings above address the significant increase in microteaching by emphasizing the importance of small-scale, hands-on teaching practice as a means of self-development and enhancing teaching skills. With this experience, students can learn and become more familiar with the academic environment, implement various learning strategies, manage their classes, and reflect on their teaching process.

As found by D. Allen & Ryan (1969) Microteaching has been shown to improve the confidence and communication skills of prospective teachers. In situations like this, the Kampus Mengajar Program facilitates microteaching through real-life interactions

between prospective teachers and existing school conditions. This is why and how the program significantly improves students' pedagogical abilities.

In addition to pedagogical skills, this program also helps develop students' communication skills. Direct interaction with students in the classroom encourages the use of English in authentic contexts, supporting the principles of Communicative Language Teaching (CLT). This approach can help students learn to adapt language to context, improve classroom delivery, and enhance their ability to explain concepts clearly. This supports Richards (2006) argument that communication experience during direct teaching is a crucial factor in shaping prospective teachers' language skills.

These findings align with Kolb (2014) experiential learning theory, which explains that knowledge is acquired through concrete experience, reflection, conceptualization, and active experimentation. This means that the Program directly engages students in these four aspects, from direct teaching (concrete experience), reflection through the guidance of lectures and mentor teachers, to experimenting with teaching strategies in the classroom. Furthermore, these findings support the theory of situated learning (Lave, 1991), which states that communities of practice in student service schools provide not only skills but also an understanding of the culture and dynamics of the school environment. Therefore, this program not only improves technical teaching skills but also prepares future teachers for the real world of work in educational settings.

In Ur (2019) Theory and practice in education are points on a continuum. Theory can guide practice, while practice can enrich and validate theory through reflection. In the context of the Kampus Mengajar, this relationship is highly relevant because student teachers are not only required to understand language teaching theories such as CLT and Microteaching but also to implement them directly in the field. Thus, the field experience in this program serves as a bridge between theory and practice, enabling students to develop deeper pedagogical and reflective competencies.

This study encountered several limitations. First, the relatively small sample size means the results cannot be widely generalized. Second, the instrument used was a self-administered questionnaire, which could potentially introduce bias in respondents' perceptions. Third, the data showed a non-normal distribution, so the analysis used a non-parametric test (Wilcoxon). Therefore, it is hoped that subsequent research can use a mixed-methods approach to produce more in-depth and comprehensive results.

Conclusion

Research demonstrates that experiential teaching can improve teaching skills. The Kampus Mengajar Program significantly impacts students' teaching readiness. A Wilcoxon test ($Z = -4.711$, $P < 0.001$) with an effect size of $r = 0.64$, revealed a strong improvement in teaching skills such as pedagogical ability, self-confidence, and Communication skills. This

validates that the hands-on experience in the Kampus Mengajar Program can strengthen the competencies acquired through the theoretical course.

This study also reinforces theories such as experiential learning (Kolb, 2014) and situated learning (Lave, 1991), which explains the acquisition of professional skills through contextual experiences. Furthermore, this program aligns with Communicative Language Teaching (CLT) and Microteaching approaches, which require the direct application of pedagogical and communicative skills in the classroom. These findings can also serve as a basis for universities to integrate field activities such as the Kampus Mengajar Program as a learning strategy oriented toward teachers' professional skills

This study still has several limitations. These included the relatively small sample size, the self-administered questionnaire instrument, and the non-formal distribution of the data. Therefore, future research should incorporate assessments from supervisors to achieve more objective results.

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