

INSTRUMEN REFLEKSI DIRI
PELAKSANAAN MICRO-TEACHING
Rubrik Penilaian Diri dan Jurnal Reflektif Mahasiswa
PROGRAM STUDI TADRIS BAHASA INGGRIS
 Fakultas Ilmu Tarbiyah dan Keguruan (FITK) IAIN Sultan Amai Gorontalo

IDENTITAS PRAKTIKAN

Nama Mahasiswa	Abel U Tumeya
NIM	231042002
Mata Kuliah	Teacher Professional Development
Topik / Materi Ajar	Kinds of Fruit
Kelas / Sasaran Simulasi	Kelas 3-4 SD
Hari, Tanggal Pelaksanaan	Selasa, 18 November 2025
Dosen Pembimbing / Observer	Adimawati Helingo, M.Hum.

BAGIAN A — RUBRIK PENILAIAN DIRI (SELF-ASSESSMENT RUBRIC)

Berikan penilaian jujur terhadap performa mengajar Anda sendiri pada setiap aspek berikut dengan memberi tanda centang (✓) pada kolom skor yang paling sesuai (1 = Kurang, 2 = Cukup, 3 = Baik, 4 = Sangat Baik), disertai catatan refleksi singkat.

Aspek yang Dinilai	1 Kurang	2 Cukup	3 Baik	4 Sangat Baik	Catatan Refleksi Singkat
1. Membuka Pembelajaran <i>Kejelasan apersepsi, penyampaian tujuan pembelajaran, dan penarikan perhatian siswa di awal sesi.</i>	☐	☐	✓	☐	
2. Penguasaan dan Penyampaian Materi <i>Kedalaman penguasaan materi, kejelasan penjelasan, serta ketepatan urutan penyajian.</i>	☐	☐	✓	☐	
3. Penerapan Strategi & Metode Pembelajaran <i>Kesesuaian metode/strategi dengan tujuan</i>	☐	☐	☐	✓	

Aspek yang Dinilai	1 Kurang	2 Cukup	3 Baik	4 Sangat Baik	Catatan Refleksi Singkat
<i>pembelajaran dan karakteristik materi.</i>					
4. Penggunaan Media dan Teknologi (TPACK) <i>Ketepatan pemilihan dan pemanfaatan media/teknologi untuk mendukung pemahaman siswa.</i>	☐	✓	☐	☐	
5. Interaksi dan Manajemen Kelas <i>Kemampuan mengelola perhatian, partisipasi, dan dinamika kelas selama pembelajaran.</i>	☐	☐	☐	✓	
6. Penggunaan Bahasa Inggris (Language Use) <i>Ketepatan tata bahasa, pelafalan, kelancaran, dan kejelasan instruksi berbahasa Inggris.</i>	☐	✓	☐	☐	
7. Penilaian Proses Pembelajaran (Assessment) <i>Ketepatan teknik penilaian/pertanyaan untuk mengecek pemahaman siswa selama proses.</i>	☐	☐	✓	☐	
8. Menutup Pembelajaran <i>Kejelasan simpulan, penguatan (reinforcement), dan tindak lanjut di akhir sesi.</i>	☐	☐	☐	✓	
9. Sikap, Kepercayaan Diri & Etika Profesional <i>Kepercayaan diri, sikap profesional, dan etika selama praktik mengajar.</i>	☐	☐	✓	☐	
Skor Total (maks. 36)	Skor: 31 / 36 Kategori: Sangat Baik				

Kategori Interpretasi Skor Total

Rentang Skor	Deskripsi Kategori
31 – 36 (Sangat Baik)	Kompetensi mengajar telah dikuasai secara konsisten pada hampir seluruh aspek; siap untuk praktik pada konteks nyata dengan pemantauan minimal.
23 – 30 (Baik)	Kompetensi mengajar dikuasai pada sebagian besar aspek; beberapa aspek masih memerlukan penguatan melalui latihan lanjutan.
14 – 22 (Cukup)	Kompetensi mengajar dasar telah terlihat namun belum konsisten; diperlukan bimbingan intensif pada aspek yang lemah.
9 – 13 (Kurang)	Kompetensi mengajar belum memadai pada sebagian besar aspek; disarankan mengulang praktik micro-teaching dengan pendampingan.

BAGIAN B — JURNAL REFLEKTIF (GIBBS' REFLECTIVE CYCLE)

Tuliskan refleksi Anda secara naratif dan jujur pada setiap tahap berikut. Jurnal ini bertujuan menggali proses berpikir Anda dalam memaknai pengalaman mengajar, bukan sekadar menilai baik-buruknya penampilan.

1. Description (Description of Experience)

During my micro teaching session, I taught the students about the names of fruits in English. At the beginning of the lesson, I greeted the class, asked the students about their favorite fruits, and explained the learning objectives. Then, I introduced the names of different fruits using pictures and flashcards that I had prepared. After that, the students participated in several activities, such as identifying fruits, repeating the pronunciation, and answering simple questions. At the end of the lesson, I reviewed the names of the fruits together with the students and closed the class with a short conclusion.

2. Feelings (Perasaan)

Before teaching, I felt nervous because I wanted to teach the lesson well and keep the students interested. As I started introducing the fruit vocabulary, I became more relaxed and confident because the students were enthusiastic and actively participated in the activities. Although I still felt a little nervous when speaking in English, I tried to speak clearly and encourage the students to join the lesson. After finishing the class, I felt happy and relieved because the students enjoyed the activities and were able to remember many fruit names.

3. Evaluation (Evaluasi)

Overall, I think the lesson went well. I was able to explain the vocabulary clearly, and the students actively participated in the learning activities. The pictures and flashcards made the lesson more interesting and helped the students understand the vocabulary more easily. However, I realized that my time management was not very effective because some games and activities took longer than I had planned. I also need to improve my confidence when giving instructions in English.

4. Analysis (Analisis)

I think the lesson was successful because I prepared the teaching materials and learning media before the class. The use of pictures and flashcards helped students recognize and remember the names of fruits more easily. The interactive activities also encouraged students to participate and practice their English vocabulary. However, I noticed that I still relied on my notes when

explaining some parts of the lesson. This showed me that I need more practice to improve my confidence and speaking fluency in front of the class.

5. Conclusion (Simpulan)

This micro teaching experience gave me valuable lessons about teaching English vocabulary. I realized that I have a good understanding of the material, but I still need to improve my classroom management, time management, and confidence when speaking English. I believe that with more teaching practice and preparation, I can become a better and more effective teacher.

6. Action Plan (Rencana Aksi)

For my next teaching practice, I will prepare my lesson plan and learning media more carefully. I will also practice speaking English before teaching so that I can give clearer instructions with greater confidence. In addition, I want to use more interactive games and activities to make learning vocabulary more enjoyable for students while managing the lesson time more effectively.

BAGIAN C — RENCANA TINDAK LANJUT (ACTION PLAN)

Berdasarkan hasil rubrik penilaian diri (Bagian A) dan jurnal reflektif (Bagian B), rumuskan rencana tindak lanjut konkret untuk perbaikan pada praktik mengajar berikutnya.

Aspek yang Akan Diperbaiki	Langkah Perbaikan Konkret	Target Waktu Perbaikan
Manajemen waktu	Membuat alokasi waktu pada setiap kegiatan pembelajaran	Praktik berikutnya
Public speaking	Latihan berbicara dan simulasi mengajar lebih sering	2–4 minggu
Variasi metode	Mempelajari model pembelajaran yang lebih interaktif	Sebelum praktik selanjutnya
Penggunaan Bahasa Inggris	Melatih pronunciation dan classroom expressions	Dilakukan secara rutin

LEMBAR PENGESAHAN

Dengan ini saya menyatakan bahwa refleksi diri di atas disusun secara jujur berdasarkan pengalaman mengajar saya sendiri.

Gorontalo, 9 Desember 2025

Mahasiswa Praktikan, (<u>Abel U Tumeya</u>) 231042002	Dosen Pembimbing/Observer, (<u>Adimawati Helingo, M.Hum</u>) 198903172018012001
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