



**PRE-SERVICE TEACHERS' PERCEPTION TOWARD ONLINE
TEACHING IN PRE-SERVICE TEACHING PROGRAM**

THESIS

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and Teacher Training of UIN Mahmud Yunus Batusangkar
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in English Teaching Department*

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PERSETUJUAN PEMBIMBING

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ABSTRAK

IRMA TIKASARI, NIM. 17 301 040 30 Judul skripsi: “**PRE-SERVICE TEACHERS’ PERCEPTION TOWARD ONLINE TEACHING IN PRE-SERVICE TEACHING PROGRAM**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Penelitian ini dilatarbelakangi karena belum diketahuinya persepsi mahasiswa PPL terhadap pembelajaran dalam jaringan pada program praktik pengalaman lapangan. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa PPL yang melakukan pembelajaran daring pada program praktek pengalaman lapangan tahun 2021/2022.

Penelitian ini adalah penelitian *descriptive quantitative*, yang menggunakan *cross-sectional design*. Populasi dalam penelitian ini adalah 37 orang mahasiswa Tadris Bahasa Inggris Universitas Islam Negeri Mahmud Yunus Batusangkar yang mengikuti program Praktek Pengalaman Lapangan dalam jaringan tahun ajaran 2021/2022. Pengambilan sampel dilakukan dengan teknik *simple random sampling*, diambil 30 orang mahasiswa PPL sebagai sampel penelitian dan 7 orang sebagai sampel uji coba. Dalam pengumpulan data, instrumen yang digunakan yaitu pernyataan angket tentang persepsi mahasiswa terhadap pembelajaran dalam jaringan. Sebelum disebar, angket tersebut diujicobakan dengan 30 butir pernyataan kepada sampel uji coba. Dari hasil uji coba tersebut, ditemukan 14 pernyataan valid, 14 pernyataan tidak valid dan 2 pernyataan dibuang. Sehingga, angket yang diberikan kepada sampel penelitian berjumlah 28 pernyataan. Setelah data didapatkan, data tersebut kemudian dianalisis dengan analisis deskriptif menggunakan program *Computer SPSS versi 22 dan Microsoft Excel*.

Hasil penelitian menunjukkan bahwa persepsi mahasiswa PPL terhadap pembelajaran dalam jaringan adalah positif dengan rata-rata skor 74.36667. Jika dilihat dari masing-masing aspek, persepsi mahasiswa PPL terhadap pembelajaran daring pada aspek kognitif adalah positif dengan rata-rata skor 41.4, pada aspek afektif adalah positif dengan rata-rata skor 41.9, dan pada aspek konatif adalah sangat positif dengan rata-rata skor 15.5. Dapat disimpulkan bahwa bagi mahasiswa PPL, pembelajaran dalam jaringan pada saat mengikuti program Praktik Pengalaman Lapangan memberikan manfaat kepada mereka.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Pre-service teaching is a series of activities programmed by the LPTK (Institution of Education for Education Personnel) which includes two things is teaching and non- teaching. The importance of the pre-service teaching program to be able to gain experience of the mechanisms that govern the educational system in schools, to be able to apply the theories learned in lectures and to sharpen the problem-solving analysis skills found in practice both in relation to teaching and also on non-teaching. So that after graduation and entering the service world, pre-service teaching becomes the main supply for students as professional, qualified and reliable educators (Trisoni et al., 2020:2). Students who followed pre-service teaching program called pre-service teacher. Pre-Service Teachers from the English Teaching Department of Tarbiyah and Teacher Training Faculty at IAIN Batusangkar completed a pre-service teaching program in their seventh semester with the aim of training prospective educators to teach in schools what they learned in college before becoming educators in the world of work.

Previously, following the micro-teaching, they will be confronted with new situations that are conditioned. This means they teach as if they are in a classroom, but not really, because the roles as students are college students, not real students. And during pre-service teaching, they experienced the real situation: going to school and meeting students. In fact, this is something different that pre-service teachers have to go through. There seems to be a difference between what pre-service teachers are willing to teach in classrooms and what is taught in the real world.

Based on the reality on the ground, the previous pre-service teaching program applied an offline teaching system, but since 2020, due to the risk of the COVID-19 pandemic, the learning process is taking place in Indonesia, including in West

Sumatera. According to the regulations of the Minister of Education and Culture, Nadiem Makarim, the education system is switching from face-to-face classes to online classes. For this reason, the pre-service teaching program implemented two teaching systems, namely online and offline teaching. Under normal learning conditions, pre-service teachers prepare learning tools such as lesson plans, materials and media such as PowerPoint, videos or pictures in the pre-teaching session. During class, pre-service teachers teach by opening greetings, praying, accepting absences, and offering motivation. After that, they enter the core activity where pre-service teachers explain the material, discuss, give questions and answers and proceed with assignments. The pre-service teachers conclude the lesson that day and the lesson ends with greetings. In online conditions, learning takes place entirely in front of the camera. Candidate teachers open the lesson by greeting, praying, reminding them of the previous lesson, sending materials, giving assignments or exercises, then giving homework and closing. Not as many media are used as in face-to-face classes.

Between the two systems, online teaching becomes a challenge for pre-service teachers to practice their teaching. Online teaching is an interesting thing for research as it has never been applied to pre-service teaching program before. In modern times, the internet seems to be a basic need that is always consumed by everyone. With these advantages, it is possible for online teaching to continue in the future even though the COVID-19 pandemic has ended. Distance learning in the classroom is not an obstacle as online classes can be conducted anytime, anywhere.

According to Hartono, (2022:107-108) there are several factors that affecting online pre-service teaching program. They are: (1) the criteria for becoming a teacher pre-service teaching are those who are adults who meet the requirements of the Law and psychologically qualify well as being as teachers. (2) All students agree that the teacher criteria pre-service teaching is students who have mature spirituality or faith. (3) Responsible success in the pre-service teaching process is

determined by the student's potential to become a teacher, such as: Patience, never giving up in dealing with problem students, innovation in teaching, creativity, humility to learn new things from others, the ability to place themselves according to applicable norms, friendliness and politeness, and the ability to adapt to technology. (4) The teacher needs to prepare everything carefully, on the part of students and parents. Students also need to be responsible for being active and not lazy in the learning process. (5) A smooth internet infrastructure network by presupposing that the infrastructure is able to overcome weather disturbances and signal disturbances due to the location of students who are in the interior. One of the many factors affecting successful of online pre-service teaching program is perception of pre-service teacher.

In addition, the researcher also received information from pre-service teacher teachers about their perception of online teaching in pre-service teaching program. The program was implemented at junior high schools and senior high schools in West Sumatera, which are not far from where the pre-service teachers live. Some of them say that they did full online teaching in senior high school A and junior high school A. Some of them say that 80% they did online teaching in senior high school B, 50% they did online in senior high school C and junior high school B, and then 25% they did online in junior high school C. They teach online 2-4 times a week. They went to school every day and some only went to school when there are classes, but the teaching and learning process takes place online.

The activities they did while teaching online are explaining the material in the form of files, pictures, learning videos, and PowerPoint. After that, the teacher gave assignments in the WhatsApp group, and some student assignments were sent via Google Classroom, sent via personal chat with the teacher on WhatsApp, and there are also students who bring their assignments to school once a week. Due to the unstable internet connection, which is an obstacle for every student, the pre-service teachers did not use video conferencing as the learning medium, so they

only use Whatsapp and Google Classroom as the learning media, so that each student could follow the teaching and learning process.

Some say that they were happy because got experience teaching students, beside that they were sad because cannot meet students face to face. Others say there are obstacles such as many students not attending class with only about 5-7 of the 30 students responding in the WhatsApp group or when the teacher is present. The benefits of online teaching can increase teaching confidence, reduce nervousness, and improve the ability to be more creative when creating instructional materials. The disadvantages of online teaching are that online teaching is difficult, complicated, and ineffective because it cannot control students whether they are really studying at home or doing other things besides school. The online teaching does not make a good impression either, because the activities only take absences, provide materials, and continue the task.

Based on the preliminary research above, the researcher knows that there are obstacles, advantages, disadvantages, challenges, and various feelings contained in perception. It can be stated that the findings are a perception that becomes noticeable when confronted with online teaching. Based on research by Ardiyansyah et al., (2021:1-14), in their article entitled *Persepsi Guru Praktikan Terhadap Pembelajaran Online Pada Program Praktek Mengajar Daring di Tengah Pandemi Covid-19*. The result shows that the teaching practice program in online learning generated positive perceptions among the respondents. The majority of respondents agree that the online learning in Teaching Practice Program helps improve their teaching skills, improve their language and communication skills, develop their teaching skills, deepen their teaching preparation and managerial skills, and make them better personalities as to become an English teacher.

Talking about perception, perception is the process of receiving a stimulus through the senses; that's what sense is; and through the sensing process, the stimulus becomes something meaningful after being organized and interpreted

(Walgito, 2004:86). Perception refers to the interpretation of things that people sense from seeing an activity or situation.

The most important thing is that everyone has their own perception of an object. Perception can also influence someone to act in the future. If a person has a positive perception, then the impact on their activities is to accept and support the perceived object. Take advantage of opportunities to develop their abilities in any field. There are three components of perception: The first, cognitive or perceptual, component is a component that is related to knowledge, opinion, and belief; those are good things that relate to a person's perception toward an attitude object. Second, the affective or emotional component is a component that is related to like or dislike towards an attitude object. Like is a positive thing, while dislike is a negative thing. This component indicates an attitude's direction, positive or negative. The last, conative or action component is the component that is related to action tendency toward attitude's object. This component indicates the intensity of attitude that indicates the big or small action tendency of someone toward an attitude's object (Walgito, 2004:2). Then, it can be clearly concluded that there are three components that make up a person's attitude: cognitive, affective, and conative.

From the explanation and theories above, the researcher would like to know pre-service teachers' perceptions toward online teaching. Hence, the researcher is interested in conducting research on *"Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program"*.

B. Identification of the Problem

Based on the background of the problem, one of the factors that can affect pre-service teachers about online teaching in pre-service teaching program is perception. Perception is the process which people understand, view, assume, feel, believe, and act the activities or experiences of online teaching during a pre-service teaching program.

Each person's perception is different depending on their physical, psychological, interests, and experiences. In measuring the extent to which pre-service teachers' perception, there are three components of perception, namely cognitive, affective, and conative. In addition, to see how the pre-service teachers perception, it needs questionnaire was conducted to determine the pre-service teachers perception. That way, later it will be seen how the pre-service teachers' perception toward online teaching in pre-service teaching program will be seen.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher focused her research on pre-service teachers' perception toward online teaching in pre-service teaching program. Then, the problem of this research was formulated as the following question: "What is pre-service teachers' perception toward online teaching in pre-service teaching program of English teaching department of IAIN Batusangkar in 2021/2022 academic year?"

D. Definition of the Key Terms

The key terms of these studies are defined as follow.

1. Online teaching in pre-service teaching program means the process of pre-service teachers making students who do not know how to learn English through virtual classrooms using multiple online platforms like WhatsApp, Google Classroom, and Zoom Meeting. An activity between teachers and students with the aim of making the students know something better.
2. The online pre-service teaching program is a program for applying theory, knowledge, and skills via the Internet in the context of a professional teacher in the world of education. The program was implemented at junior high schools and senior high schools in West Sumatera. In this research, Pre-Service Teaching means a course to be taken by all English pre-service teachers at IAIN Batusangkar in 2021/2022 Academic Year.

3. Pre-service teachers are IAIN Batusangkar English pre-service teachers who follow the pre-service teaching program in they apply their knowledge and skills registered in the 2021/2022 academic year to gain experience before they a real teacher.
4. Perception means that pre-service teachers understand, view, assume, feel, believe, and act the activities or experiences of online teaching during a pre-service teaching program.

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of this research is to describe pre-service teachers' perception toward online teaching in pre-service teaching program of English Teaching Department of IAIN Batusangkar in 2021/2022 Academic Year.

F. Significance of the Research

Based on the purpose of the research above, the significance of this research as follows:

1. Theoretically

It is expected that the findings of this research can support and complement previous theories related to the perception of online teaching in pre-service teaching program.

2. Practically

- a. English Pre-Service Teachers

This research will help pre-service teachers to know more about online teaching and they can get more information on how to do online teaching in pre-service teaching program. If pre-service teachers read this research, they can prepare for the challenge and strategy to overcome the problem in online teaching if it is still continued.

b. English Micro Teaching Lecturers

The researcher hopes that this research will provide information to micro-teaching lecturers about pre-service teachers' perceptions of online teaching in the school on the pre-service teaching program. Micro-teaching lecturers also prepare students for both online and offline teaching.

c. Laboratory of Tarbiyah and Teacher Training Faculty

The result of this research can add references, information and knowledge related to the implementation of online teaching in the pre-service teaching program at State Islamic University of Mahmud Yunus Batusangkar.

d. Researcher Herself

This research will benefit the researcher. It will add knowledge about pre-service teachers' perceptions of Online Teaching in Pre-Service Teaching Program, which is included in classroom teaching activities, and it will also be used as a requirement for supplementing study and obtaining a bachelor's degree at State Islamic University of Mahmud Yunus Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Perception

a. Definition of Perception

Perception is the ultimate process of observation initiated by the sensing process, which is the process of receiving stimulus by the sensory device then someone has attention, passed on the brain and then someone realizes something called perception. According to Rao & Narayan in Unumeri, (2009:19) perception is the process which people select, organizing, and interpret sensory stimulations to be important information about their work environment. Basically, perception is an interact process. It means, during the process of perception, data is collected through the process of social interaction with people.

According to Rakhmat in Agung et al., (2020:227), Perception is an experience that can be in the form of objects, events, and relationships obtained by resuming information and interpreting messages. It can give meaning to stimulus-response in resuming information and interpreting messages which involve attention, hope, motivation and memory.

Thus, Perception is the process which people select, organizing, and interpreting about object, events, and relationship that they see which involve attention, hope, motivation and memory.

b. Types of Perception

According to Richards & Schmidt, (2010:427), there are three types of perception. All of them are visual, auditory, and speech perception. Firstly, visual perception, Visual perception is known as visual information and stimuli perception. In visual perception type used event or sight to interpret an object.

Secondly, auditory perception, auditory perception is perception of information and stimuli detect different kind of caustic signals and different point between them. The characteristics of caustic are their duration frequency, amplitude, order of accuracy and rate of presentation. Lastly, speech perception, speech perception is understanding or comprehension of speech.

In addition, Walter in Handayani, (2015:12), lists some types of perception. First, self-perception is perception that is formed based on the self-esteem, self-concept, and self-efficacy. Second, environmental perception is perception that is formed based on the context or the environment where the information received. Third, learned perception is perception that is formed around personality, culture, and habit of someone. Fourth, physical perception is perception that is tangible, for example; how the eyes see and how the brain process when someone give their perception. Last, cultural perception is the largest perception because related to our culture and this perception is different from other.

Based on the explanation above, it can be conclude that perception has eight types there are visual, auditory, speech perception, self-perception, environmental perception, learned perception, physical perception and cultural perception.

c. Principle of Perception

According to Slameto in (Destrianti et al., 2018:2), there are some principles of perception: First, relative perception, Perception of someone or group is different from others even though they talk about the same objects. Second, selective perception, perception come based on their attention. It depends on their brain or their motivation about the object and it will be different each other. Third, object arrangement, perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and so on.

The last, influenced perception, stimulus and expectation that owned by someone will give different effect about someone's perception. It can be influence by their brain, motivation, attitude, etc. In addition, principles of perception are complexity, proximity, unity and closure. In complexity, there is no relation between messages with another message that enter our mind. In proximity, message that physically same each other. In unity, people make perception about everything they see. And in closure, people make perception as a picture that is not complete as a picture that is complete Sobur in (Handayani, 2015: 11).

Based on the elaboration above, it can be conclude that perception has several principles. They are relative perception, selective perception, object arrangement, influenced perception, complexity, proximity, unity and closure.

d. Factors Influencing Perception

Perception in everyone is different, there are some factor influencing perception according to Fauzi in Guntara, (2020:25), The first factor is attention. It's about someone who always gives special attention or action to an object or event. Special attention or action of someone will make different perception to them. Second factor is set. Set is hoping someone about stimulus that will appear. The third factor is necessity. It can be defined as a fact that something to be done. Necessity of someone can be in short and long time. The different of someone necessity make someone's perception will be influence. The fourth factor is value system. Value system is social system of the society has influenced to the perception. The fifth factor is feature of personality. Every people have different characters and personality. It can be increases their perception. The last factor is psychological. Psychological problem can make someone's perception be wrong. Furthermore, it will influence to someone's perception to an object or event.

In addition, Gaspersz (1997:187-189), list some factors influence of perception. They are the first, the experience of the past (previous) is that can affect a person because humans usually will conclude the same conclusion with what he saw, heard, and felt. The second, desire is that can affect a person's perception in terms of making decisions. Humans tend to reject bids that do not correspond to what he expected. The third, experience of friends, where they will share the experience that has been experienced.

Based on explanation about factors influencing someone's perceptions, it can be conclude that someone has relative perceptions to an object or event. Some factors above make someone's perception is different like from the attention, set, necessity, value system, feature of personality, psychological experience in the past, desire and experience of friends.

e. Components of Perception

There are some components of perception, they are: Cognitive, affective, and conative. The first, cognitive or perceptual component is component that is related to knowledge, opinion, belief, that is good things that relate how person's perception toward attitude's object. The second, affective or emotional component is a component that related to like or dislike towards attitude's object. Like is a positive thing, while dislike is negative things. This component indicates attitude's direction, positive and negative. The last, conative or action component is the component that related to action tendency toward attitude's object. This component indicates the intensity of attitude that indicates big or small action tendency of someone toward attitude's object (Walgito, 2004:86).

It is support by Masbow in Tanjung, (2015:13) state that there are three components of perception. First, cognitive component (perceptual component) is component of perception that related to someone's knowledge, opinion and belief toward attitude of object.

Second component is affective component (emotional components) is component of perception that related to like and dislike toward attitude of object. The last is conative component (action component). Conative component is component of perception that related to action tendency toward attitude's object.

Tabel 2.1 Comparative components of perception

| No | Experts | | Conclusion |
|----|--|--|---|
| | (Walgitto, 2004:86) | Masbow in Tanjung, (2015:13) | |
| 1 | Cognitive or perceptual component is component that is related to knowledge, opinion, belief, that is good things that relate how person's perception toward attitude's object | Cognitive component (perceptual component) is component of perception that related to someone's knowledge, opinion and belief toward attitude of object. | Cognitive component is focus on knowledge, opinion, and belief |
| 2 | Affective or emotional component is a component that related to like or dislike towards attitude's object | Affective component (emotional component) is component of perception that related to like and dislike toward attitude of object. | Affective component is focus on like or dislike' someone about object |
| 3 | Conative or action component is the component that related to action tendency toward attitude's object | Conative component is component of perception that related to action tendency toward attitude's object. | Conative component is focus on action tendency about the object |

2. Online Teaching

a. Definition of Online Teaching

Face-to-face teaching and online teaching are same teaching, but different when apply. Online teaching is conducting a course in part or in full over the internet either on the Web or via a mobile app which allows one to manipulate elements of an online course (Ko & Rossen, 2017:3).

Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in lesson delivery. Online teaching also designed to reach and engage the modern learner personally anytime and anywhere (Sadiku et al., 2018:73). Furthermore, online teaching is defined as is a form of education that uses the Internet to convey some form of instruction to a learner or the learners is separated by time and or distance (Dempsey & Van Eck in Naah, 2020:1650). Online teaching is a new way of giving lesson to a distant learners over the internet (Khan in Bazan, 2016:2). Online teaching is an online learning method or is done through an internet network (Ahmad, 2020:24).

Thus, online teaching is a new system for conveying knowledge to students separated by time and space using internet access via a website or an application. In actuality, online teaching is not really different from face-to-face teaching, but the fundamental difference is where and how learning takes place. Online teaching provides ways for teachers to expand their professional roles without leaving the classroom.

b. Principles of Online Teaching

There are ten principle of effective online teaching. They are: Show up and teach, practice proactive course management strategies, establish patterns course activities, plan for the unplanned, response requested and expected, think before write, help maintain forward progress, safe and secure, quality counts, (double) click a mile on my connection (Ragan, 2010:2). In addition, there are ten principles of effective online teaching. They are as follows: Student-faculty contact, cooperation among students, active learning, prompt and meaningful feedback, deadlines and consistent pattern of course activities, high expectation, diverse talents and ways of learning, and course quality (Human Sciences Board of Direction, 2016:1).

From the theories above, can be concludes that there are twelve principles of effective online teaching. They are: 1) Active in process of teaching and learning 2) There is feedback between teachers and students 3) establish a consistent deadline pattern 4) Plan for what might happen 5) Encourage the students to develop their talent toward progress 6) Quality course 7) Practice proactive course management strategies 8) Think before write 9) Safe and secure 10) Double click Mile on my connection 11) Student faculty contact 12) Cooperation among student. Fundamentally, both of online teaching and face-to-face teaching have the same principles for good.

c. Media of Online Teaching

Media is an instrument to communication, explain, and inform to the other people. Media in the world of education is one of the importance components that can be used by teachers to teach. By using media, the teacher can convey the material easily. In teaching and learning process in the COVID-19 era must be implementing by online.

There are several media platforms as a way to support the online teaching and learning process. They are as follows:

1) WhatsApp

WhatsApp is one of application that is used to communicate. WhatsApp can be used only with a network connection and because it's easy to access this application, most people have used it. Its usefulness is not only for chatting but also can be for calling, video calls, sending pictures, sending videos and also sending files. WhatsApp is considered as the easiest, most popular and effective tool that can be used by teachers (Kheryadi, 2017:2).

WhatsApp is an online smart phone application which provides users various ways of communication such as group talks, individual chats or WhatsApp calls and enables them to share simple texts, multimedia files, contact numbers or even sharing the location (Noyan & Kocoglu, 2019:2). WhatsApp is one of most popular online smart phone application that is effective tool that can be used to communicate easily by the students or teachers such as in group talks, individual chats or WhatsApp calls and enables to share simple texts, files and others. And also can be used to the teachers in teaching English and control the students' participation in learning process.

2) Zoom

Zoom is a leader in modern enterprise video communications, with an easy and reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile, desktop, telephone and room systems (Guzacheva N & Orchid, 2020:258). Zoom can be installed via PC, laptop or smart phone. Zoom Application is application that can help and support English teacher to meet and communicate with students without having direct contact.

Zoom is a web-based tool that enables collaboration between individuals and groups through video conferencing, video and audio calls, instant and persistent messaging, and file sharing (Taylor et al., 2017:2). Thus, zoom can collaboration between many people through video, audio, present message and also can sharing file.

3) Google Classroom

Google Classroom means of facilitating remote communication between teachers and students, especially in Digital Content Management classes. Learning together, receiving and reading materials, sending assignments remotely to presenting the value of assignments in a transparent manner (Hapsari & Pamungkas, 2019:231).

Google Classroom is a free collaboration tool for teachers and students. Teachers can create online classrooms, invite students to class and then create and distribute assignments. In Google Classroom, students and teachers can discuss assignments and teachers can track student progress (Vangie in Okmawati, 2020:440).

Based on the theories above, it can be conclude that Google Classroom is one way to communicate between teacher and students with a feature application that can send lesson, reading, or sending assignment to the limit the time has been set by the teacher. Before that, teacher must create an online class that student can follow by give the class code made up by the teacher. After that, teaching and learning process can be carried out.

d. Advantages of Online Teaching

Teaching activity has advantages while it is face-to-face teaching or online teaching. There are advantage of online teaching for teachers such as learning can be done anytime, anywhere, online materials can be updated, and students can immediately see the changes; when students can access materials on the internet, it is easier for teachers to direct them to appropriate information based on their needs, online learning systems can be used to determine the needs of students and to determine suitable materials for students to choose, to achieve their learning goals (Anderson in Rahayu & Wirza, 2020:393).

According to Naved in Gherhes et al., (2021:2) there are advantage of e-learning: flexibility, no need to travel to school, and a low cost, requiring only an Internet connection and students' evaluations can be carried out using tools, they can access information from various documents uploaded into the platforms, and the quality of learning is strongly dependent on both the teachers' level of digital training and their teaching style.

It can be concluded that online learning has several benefits such as flexible, practical time, increasing knowledge about technology and improving skills in teaching.

e. Factor Causing Successful Online Teaching

For online teaching to be successful, it is recommend that the instructor should follow: encourage student participation, encourage student cooperation, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectations, respect diverse talents and ways of learning, address individual differences, motivate the student, avoid information overload, create a real-life context, encourage social interaction, provide hands- on activities, and encourage student reflection (Sadiku et al., 2018:73).

In teaching online there are several factors that affect the success of learning, such as:

- 1) Internal factor in the form of environment, health, intelligence, interest, motivation, learning methods and external factor in the form of family, school, community and environment.
- 2) Environmental factors are the main factor behind the ineffectiveness of online instruction as an unsupportive family environment makes online learning difficult for a student to follow
- 3) Who invite us to play so that students are lax about online learning
- 4) Consider the students personally in personal students who are diligent or lazy to follow learning online
- 5) Consider parental guidance as teachers ask parents to work together during online classes to supervise their children's learning and guidance
- 6) Factor Internet is a factor that many hinder online teaching as Internet speed also affects students in access requests for online learning activities (Nissa, 2020:7).

It can be concluded that there are some factor causing successful online teaching including in 3 big category, they are: internal factor, external, and internet factor.

3. Pre-Service Teaching Program

Pre-service teaching is a series of activities programmed by the LPTK (Institution of Education for Education Personnel) which includes two things is teaching and non- teaching. This program is a course that must be followed by all of Tarbiyah and Teacher Training Faculty's students, including English students. According to Trisoni et al., (2020:8-9) Pre-service teaching program is an activity program that has the aim of preparing reliable educators by providing opportunities for students to gain learning experiences in the field of education directly in schools and as a vehicle for forming educators who have knowledge, skills, values and attitudes needed for their profession, and are able to apply them inside and outside the school.

Students who followed pre-service teaching program called pre-service teacher. According to (Özdaş, 2018:90) pre-service teachers are usually expected to be realize of their own abilities, know students, practice their strategy, method and technique, manage the process of teaching - learning effectively, use time well, have communication skills, have classroom management skills, can make assessment, evaluation and manage student's behavior that doesn't appropriate in the context of teaching-learning process in teaching practice course. Pre-service teachers are placed into a classroom to get experience in developing an effective learning environment under the supervision of a mentor teacher and university supervisor (Morales in Pellegrino, 2010:5).

Thus, Pre-service teaching is programs to pre-service teacher implement what they have been taught in their coursework about theory, knowledge, information, pedagogical skill, and practical skill, experiences which activity is to develop skills, behavior, education and personal competence of pre-service teachers to preparing in real classroom. In IAIN Batusangkar, usually pre-service teaching program held by offline system. However, because of pandemic covid-19 the implement divided in two teaching systems, they are:

a. Online

Pre-service teaching program in online system is a movement from face-to-face teaching to online teaching using internet as a medium. A pre-service teaching program with an online system is another way for a teacher to teach without leaving the classroom.

Usually, type of teaching involves like video conference, webinars, or teaching via Whatsapp group, and other online tools. The online application is to facilitate student to learn easy and understanding the lesson.

a) Aspect of Activity Pre-Service Teaching Program in Online System

According to (Trisoni et al., 2020:13-14), mention some aspect of activity pre-service teaching program with online system. They are teaching and non-teaching aspect:

(1) Teaching aspect

(a) Lesson Plans: Formulation of basic competencies, achievement indicators, subject matter, learning steps, media and sources, evaluation, sources and materials.

(b) Learning Media, Pre-service teacher make learning media during pre-service teaching in the form of online learning media such as Zoom, Google meet, Google Classroom, WhatsApp etc.

- (c) Teaching Practice Videos: opening and closing lessons skill, explaining skills, questioning skills, reinforcement skills, skills using teaching media, small group guiding skills, classroom management skills, skills using variations, small group and individual teaching skills.
- (2) Non-teaching aspect
- (a) Personal Competence: time discipline and discipline in carrying out tasks, leadership, responsibility, honesty, appearance, creativity.
 - (b) Social Competence: cooperation with tutors, cooperation with teachers, relations with principals, relations with employees, relations with students (if there is face-to-face learning), relationships with fellow pre-service teaching.

According to Mubarok, (2020:158), the implementation of pre-service teaching program in 2020 uses a teaching practice model in front of the camera by recording the teaching practice carried out by pre-service teacher.

Pre-service teacher are required to practice teaching in front of the class while still paying attention to the rules of teaching, teaching strategies, and learning tools, such as: semester programs, lesson plans, syllabus, and teaching materials.

According to Ardiyansyah et al., (2021:1-14) there are four aspects related to the online pre-service teaching program are, first, Language and communication improvement includes boosting confidence in communication, helping to become more fluent in English, helping to provide better teaching and classroom presentation, developing vocabulary, and finding language problems.

Second, teaching skills and knowledge includes developing an awareness of teaching skills, assisting in the selection, creation and use of appropriate media for teaching English, assisting in better understanding of different teaching methods, raising awareness to become a good English teacher, and providing find ways to apply teaching achievements and find the strengths and weaknesses of teaching. Third, preparation and management includes assisting in managing class time, administering classes, providing opportunities to teach English, improving class planning, selecting appropriate learning objectives, developing class activities and materials, understanding the problems of the students learning English and solving problems in the classroom. The last, Attitude and Personality Self involves reflecting on actual learning situation, reducing nervousness while teaching English, being a creative English teacher and increasing discipline.

From the explanation above, it can be conclude that the implementation of pre-service teaching with online system uses a teaching practice model in front of the camera by recording the teaching practice process carried out by pre-service teachers or learning process through online media. Pre-service teaching program with online system are required to practice teaching properly in front of the class while still paying attention to the rules of teaching principles, teaching strategies, learning tools such as lesson plans, syllabus, and teaching materials. Then, aspect of the program can improve language and communication, teaching skills and knowledge, preparation and management, and attitude and personality self.

b) Purpose of Pre-Service Teaching in Online System

According to (Trisoni et al., 2020:2-3), the purpose of pre-service teaching program is:

- 1) To provide students with hands-on experience about environmental background that will be his duty as a teacher.
- 2) Train students to practice the teacher theories they have learned
- 3) Provide insight to students how to deal with and solve problems that may occur in training environment, in preparation for the real teacher.

The purpose of pre-service teaching is to produce students who have insight and experience of real learning activities in the classroom as a whole, which includes the preparation of learning tools, implementation of learning, and implementation of learning assessments.

The objectives of the pre-service teaching are:

- 1) Students are capable of mastering physical, moral, spiritual, social, cultural, emotional, and intellectual characteristics.
- 2) Capable of mastering learning theory and principles.
- 3) Capable of developing a curriculum based on the subjects taught.
- 4) Capable of planning educational learning.
- 5) Capable of using communication and information technology for learning purposes.
- 6) Aid in the development of students' potential.
- 7) Capable of communicating with students effectively, empathically, and politely.
- 8) Capable of assessing the process and learning outcomes.
- 9) Make use of the assessment and evaluation results for the benefit of learning.

- 10) Perform relative actions for the purpose of learning (Mubarok, 2020:153-154).

Train students in making learning tools and learning media used in schools both offline and online learning

c) Factor Affecting Successful Online Pre-Service Teaching

The activity in online pre-service teaching definitely has some factors which affecting successful, they are:

- 1) The criteria for becoming a teacher pre-service teaching are those who are adults who meet the requirements of the Law and psychologically qualify well as being as teachers.
- 2) All students agree that the teacher criteria pre-service teaching is students who have mature spirituality or faith.
- 3) Responsible success in the pre-service teaching process is determined by the student's potential to become a teacher, such as: Patience, never giving up in dealing with problem students, innovation in teaching, creativity, humility to learn new things from others, the ability to place themselves according to applicable norms, friendliness and politeness, and the ability to adapt to technology
- 4) The teacher needs to prepare everything carefully, on the part of students and parents. Students also need to be responsible for being active and not lazy in the learning process.
- 5) A smooth internet infrastructure network by presupposing that the infrastructure is able to overcome weather disturbances and signal disturbances due to the location of students who are in the interior (Hartono, 2022:107-108).

b. Offline

Pre-service teaching programs in offline system, or normal pre-service teaching as usual before the spread of covid-19 in Indonesia, including in West Sumatra. In the teaching and non-teaching aspects, it is carried out face-to-face by going to school to carry out the program.

a) Aspect of Activity Pre-service Teaching Program

According to Trisoni et al. (2019:12-13), list some aspect of activity pre-service teaching program with offline system. They are teaching and non-teaching aspect.

(1) Teaching aspect

(a) Lesson Plans: formulation of basic competencies, achievement indicators, subject matter, learning steps, media and sources, evaluation, and sources and materials.

(b) Teaching Practice: opening and closing lessons skills, explaining skills, questioning skills, reinforcing skills, using instructional media skills, guiding small group skills, managing classroom skills, using variations skills, small group and individual teaching skills.

(2) Non-teaching aspect

(a) Personal Competence: time discipline and discipline to carry out tasks, leadership, responsible, honesty, appearance, wisdom.

(b) Social Competence: cooperation with the advisor teacher, cooperation with teachers, relationship with the principal, relationship with employees, relationship with students, and relationship with fellow student teachers

According to Sami'an & Premana, (2014:50) there are two aspect in pre-service teaching activity. They are learning practice and school practice. Learning practice includes activities make learning preparations, carry out the learning process, include: opening lessons, presentation material, questioning skills, motivating student learning, using media learning, evaluation and closing lessons that refer to the curriculum competency-based, and make learning evaluation plans.

Then, School practice which include attending teacher meetings, attend meetings between teachers with parents of students, guiding scout activities, joining School's Health Clinic activities, perform Guidance activities and Counseling, Develop a lesson schedule school, doing school administration, extra-curricular guidance, financial management, attending the flag ceremony, and picket duties and other activities support teacher insight.

According to Praptiana, (2017:42-43) list some aspect of pre-service teaching are lesson plan, learning process (pedagogic competences and professional competences), personal competences, and social competences.

Based on the explanation above, it can be conclude that there are two aspects activity in pre-service teaching; teaching (learning practice) and non-teaching (school practice) aspect. Teaching aspect come from making lesson plan and teaching practice (pedagogic competences and professional competences). Then, non-teaching aspect come from personal competence and social competence.

b) Purpose of Pre-Service Teaching

Actually, these program being implemented online or offline, between both of them still have the same goal. According to (Gorgoretti & Pilli, 2012:812) the purpose of the pre-service teaching program is to make pre-service teachers to observe the tasks of the program and to do formal teaching during the term.

According to Ogonor & Badmus, (2006:2) the purpose of pre-service teaching are:

- 1) To provide the teacher trainee some type of pre-service training which serves as an opportunity to be exposed to the realities of teaching and performance of professional activities.
- 2) It provides opportunities for students to test theories learnt and ideas in the classroom as they come in contact for the first time with real life situations.
- 3) It provides trainees the opportunity to utilize the various teaching methods in actual classrooms/school conditions under the constant supervision of competent and experienced teachers.
- 4) It exposes student teachers to professional activities, which are part of the teacher roles in schools.

Next, the purpose of pre-service teaching, they are:

- 1) To provide prospective teachers with the opportunity of establishing an appropriate teacher pupil relationship.
- 2) To provide an opportunity for evaluating the students potential as a teacher and suitability for the teaching profession.
- 3) To develop personal relationship with others administrators, teachers, parents and students.
- 4) To provide the future teacher with experience in school to overcome the problems of discipline and enable him/her develop method of control.

- 5) To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implications for learning.
- 6) To enable the student teachers effectively plan and prepare lessons.
- 7) To develop skill in the use of fundamental procedures, techniques and methods of teaching
- 8) To develop desirable professional interest attitudes and ideas relative to teaching profession (Nwanekezi et al., 2011:42).

Based on the theories above, it can be conclude that a pre-service teaching program's purpose is to do formal teaching during the term, provide experience about the background of the school environment, train to put theory into practice, provide insight on how to deal with problems and solve problems, create learning tools and media, provide opportunities to use learning methods, provide opportunities to evaluate student potential, and train in developing personal relationships with other administrators, teachers, and students.

c) Factor Affecting Successful Pre-Service Teaching

There are some factor affecting successful pre-service teaching, they are: The first is personal factors. Personal factor consisted of stress. Second is school's factor. School factors were consisted of mentor, location and background of the school, classroom, assignment and communication between pre-service teacher and the mentor. The third is university factors. This factor were consisted of university, supervisor, communication between pre-service teacher and the supervisor and the teamwork among pre-service teacher (Paddilah, 2016:24).

B. Review of Relevant Studies

The researcher found a relevant study related to this research. First, Ardiyansyah et al., (2021:1-14), did a research about *Persepsi Guru Praktikan Terhadap Pembelajaran Online Pada Program Praktek Mengajar Daring di Tengah Pandemi Covid-19*. The study was survey design research of quantitative method. The population of this study was 144 respondents of the English Language Education Study, University of Brawijaya. The sampling technique refers to Arikunto's opinion which says that if the population is prominent or more than 100 respondents, it can range between 10-15% or 20-25% or more. Then in this study were 110 respondents. The result show that they found that Pre-service teachers' perceptions of online learning in online teaching practices in the midst of the covid-19 pandemic are positive. The majority of respondents agree that the Teaching Practice Program in online learning helps in improving their teaching competence include improving their language and communication skills, developing their teaching competencies, deepening their teaching preparation and managerial skills, and making them better individuals as English teachers. The similarities between the previous researches in this research are used quantitative method and sample is pre-service teacher who took pre-service teaching program. The differences between previous research and this research are research design, and technique sampling.

Second, Shinta & Aprilia, (2020:58-66), did a research about *EFL Pre-Service Teachers' Perceptions of Online Teaching-Practicum during Covid-19 Pandemic*. The study was survey design research of quantitative method. The population of this study was 57 pre-service teachers from the EFL study program in State University of Malang became the participants of this study through a convenience sampling technique. In this research, they found that EFL pre-service teachers' perceptions of online teaching-practicum during covid-19 pandemic are positive as it allowed them to get new ideas on teaching, improve teaching knowledge and teaching experience, and develop lesson-planning skills.

The similarities between the previous researches in this research are used quantitative method. The differences between previous research and this research are research design, technique sampling, and data collection.

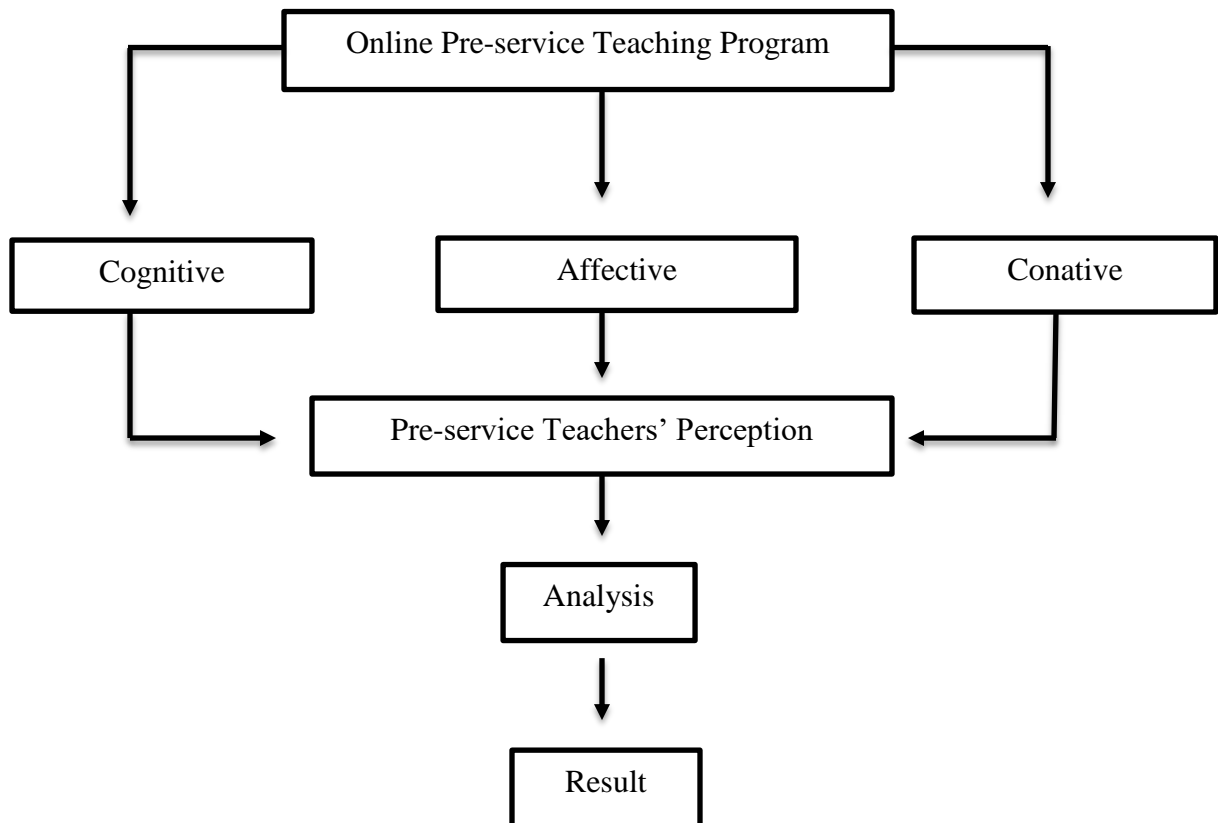
Third, Naah, (2020:1-14), did a research about Pre-Service Teachers' Perception of Online Teaching and Learning during the COVID – 19 Era. This research was a quantitative descriptive survey research design. The population of this study was 94 pre-service teachers were pre-service teachers' trainees on a 4-year Bed Primary Education Programme pursuing General Chemistry and used purposive sampling. The finding was found that most of the pre-service teachers have an idea of the units taught for the semester. The pre-service teachers have expressed a great need for lessons to be taught using video and audio as they make lessons real and see their tutor as well. They valued the relationship between tutor and learner as cordial, collaborative, and in a form of discussion. The similarities between the previous researches and this research are used quantitative method. The differences between previous research and this research are research design and technique sampling.

C. Conceptual Framework

In this research, the researcher focused her research about pre-service teachers' perception toward Online Teaching in Pre-Service Teaching Program. Pre-service teachers of IAIN Batusangkar followed pre-service teaching program with an online system. Then, after follow the program, they have a perception that defined into three components, namely: cognitive, affective, and conative. After that, the researcher, collect the data about perception of online teaching in pre-service teaching program and analyzed to get the final result of the research.

The conceptual framework can be seen in diagram below.

Figure 2. 1 Conceptual of Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive quantitative research with cross sectional design. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, controls phenomena of interest (Gay, L. R. et al., 2012:7). Cross-sectional is collecting the data from a selected individual at only one point in time (Gay, L. R. et al., 2012:184). Related to the nature of descriptive research above, this study conducted a research to answer the question concerning Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program.

B. Population and Sample

1. Population

The population in this research was pre-service teachers of the English Teaching Department of IAIN Batusangkar who followed pre-service teaching program in the seven semesters of 2021/2022 academic year. The total population of this research was 37 pre-service teachers whose teaching implementation uses an online system. The population is the generalization field that contains an object/ subject that has quality and characteristics that has been chosen by the researcher to learn and then make the conclusion (Sugiyono, 2014:148).

Table 3. 1 Percentage of Population in Online Teaching in Pre-Service Teaching Program

| No | School | Total | Percentage | Description |
|----|----------------------|-------|------------|----------------------------------|
| 1 | Senior High School A | 21 | 100% | Full Online |
| 2 | Junior High School A | 8 | 100% | Full Online |
| 3 | Senior High School B | 3 | 88% | 1 weeks offline & 7 weeks online |

| | | | | | |
|---|----------------------|------|---|-----|----------------------------------|
| 4 | Senior School C | High | 2 | 50% | 1 month online & 1 month offline |
| 5 | Junior School B | High | 2 | 50% | 1 month online & 1 month offline |
| 6 | Junior High School C | | 1 | 25% | 2 weeks online & 6 weeks offline |

2. Sample

The sample is a part of the population. It is a small group of individuals, items, or events that represents the characteristics of the larger group from which the sample will take. The sample size in this research was 30 pre-service teachers, or 80% of the total population. The researcher took that sample because sample size in quantitative studies not less than 30. The researcher used the simple random sampling technique in selecting the sample. Simple Random Sampling is the process of selecting a sample in such way that all individuals in the defined population have an equal and independent chance of selection for the sample (Gay, L. R. et al., 2012:131-139). The researcher has chosen simple random sampling because it gives each population an equal opportunity to be sampled.

Related to the number of the population of pre service teachers (37 pre-service teachers), the researcher used random number using Microsoft excel to choose the respondents for try-out questionnaire and others as the sample for questionnaire data. The technique taken randomly using Microsoft Excel to choose 30 pre-service teachers as a sample. The trick is to create a column containing numbers, pre-service teachers' names, and samples. In the sample column, type =RANDBETWEEN (1;37), enter, and double click. Then block the entire unit sample, copy, and paste the values. Then block numbers, pre-service teachers' names, and samples. Click on data, then custom sort by sample. After that, 30 samples were selected.

There were 7 pre-service teachers took as the sample of try out. The total item for tried out was 30 items. The result of try out showed that from 30 items there are 14 items were revised, 2 items discarded, and 14 items were valid. Then, the researcher collected the data.

C. Research Instrument

The researcher used the questionnaire as the instrument of this research to know about pre-service teachers' perception toward Online Teaching in Pre-Service Teaching Program. The questionnaire is a technique in collecting data or some written questions used to get information and responses from the respondent. According to Sugiyono, (2007:135), questionnaire is one of the techniques of data analysis that was done by giving a group of written questions of statements to the respondents to be answered. It is suitable for this research because a questionnaire can be used if there are a big number of respondents.

The closed-ended questionnaire used by the researcher in this research. According to Sugiyono, (2007:201), the closed-ended questionnaire is a question that needs a short answer of the respondent only need to choose one answer from the questionnaire. The items of the questionnaire were developed based on theories of perception. Using a closed-ended questionnaire can help respondents answer immediately, and the researcher easy to conduct data analysis later.

The questionnaire constructed by researcher in Indonesian. There are some steps to construct the questionnaire.

1. The researcher identify variable of the problem
2. Elaborating variable into sub variable
3. Find out the indicators of each sub variable
4. Find out the sub indicators of indicators.
5. Rank description from each sub indicators into questionnaire items.
6. Complete the questionnaire with instruction (Arikunto in Guntara,2020:33).

In measuring instrument, the researcher used Likert Scale as basic type to measure questionnaire. (Gay, L. R. et al., 2012:157), states that Likert Scale is aimed to ask individual to respond to a series of statements. The scale is divided into five categories. They are Strongly Agree (SA) or *Sangat Setuju (SS)*, Agree (A) or *Setuju (S)*, Undecided for *Ragu-Ragu (RR)*, Disagree (D) or *Tidak Setuju (TS)*, and Strongly Disagree (SD) or *Sangat Tidak Setuju (STS)*.

For the alternative answers in this questionnaire, a score is assigned for each choice using a modified Likert scale. Thus in this study, respondents in answering questions, there are only four-category include Strongly Agree (SA) or *Sangat Setuju (SS)*, Agree (A) or *Setuju (S)*, Disagree (D) or *Tidak Setuju (TS)*, and Strongly Disagree (SD) or *Sangat Tidak Setuju (STS)*.

According to Hadi, (1991:19-20), Likert scale modification is intended to eliminate the weaknesses that exist on a five-level scale which was modified to a four-level scale, with the reasons: first is omitting the answer category in the middle because the doubtful category has a double meaning, could be interpreted as unable to decide or provide an answer (according to the original concept), also be interpreted as neutral, agreeing or not, disagreeing or not, or even doubtful. This multi-interpretable answer category is certainly not expected in an instrument. Second, the availability of answers in the middle can lead to a central tendency effect, especially for those who have doubts about the direction of the respondent's opinion, towards agreeing or disagreeing. If an answer category is provided, it will eliminate a lot of research data, thereby reducing the amount of information that can be captured by the respondents. To get correct the data of questionnaire, the test needs to be a good test. A good test usually has good validity and reliability.

1. Validity

Validity is the most important characteristic of a test in order to get appropriate data collection. Validity is the degree to which a test measures what it is supposed to measure and consequently, permits appropriate interpretation of scores. Validity is the most fundamental consideration in developing and evaluating tests (Gay, L. R. et al., 2012:160).

In this research, the questionnaire used to measure pre-service teachers' perception toward Online Teaching in Pre-Service Teaching Program. The questionnaire contains positive and negative statements. Each response was associated with a point value, and pre-service teachers' score were determined by summing the point values of each statement. The score can be explained in the table below:

Table 3. 2 The Score for Categories Statement

| Categories | Statement | |
|-------------------|-----------|----------|
| | Positive | Negative |
| Strongly Agree | 4 | 1 |
| Agree | 3 | 2 |
| Disagree | 2 | 3 |
| Strongly disagree | 1 | 4 |

After distributing the respondent's scores, the researcher used Cronbach's alpha formula (SPSS) 22 Version to analyze the data. The researcher used significance 5% with r-table 0.754. For Pre-service teacher' Perception questionnaire, from 30 items, 14 items were valid, 14 items were revised and 2 items were discarded.

2. Reliability

According to Gay et al., (2019:182), reliability is the degree to which a test consistently measures whatever it is measuring. Reliability tells about the consistency of the scores product.

Reliable is consistent, it means that establish by determining the relationship between scores resulting from administering the same test, the same group on different occasions. To measures the reliability the questionnaire, the researcher used Cronbach's alpha formula (SPSS) 22 Version or by conducting Cronbach's Alpha formula. The reliability was 0.958 which means very high.

D. Technique of Data Collection

To collect the data, the researcher gave questionnaire for the respondents. The researcher contacted them via chat in WhatsApp, than the researcher asked the willingness of respondents, the researcher distributed the questionnaire via WhatsApp and the respondents filling out a questionnaire in Google form link. After that, the researcher collected the questionnaire from the respondents and the researcher analyzed the data.

E. Research Procedures

This research has been conducted by applying several steps. There are pre-operation, whilst-operation, and post-operation.

1. Pre-operation

a. Finding the problem of the research

After reading several sources, seeing the phenomena that occur in online teaching in pre-service teaching program and discussing with academic advisors. They found interesting research problems for researchers. The research problem is Pre-service Teachers' Perception toward Online teaching in Pre-Service Teaching Program as the population and sample of this research.

b. Collection of the theories and references related to the research problem

In order to understand the problem, as many relevant sources and references as possible about the research problem has been collected and discussed

c. Writing proposal of the research

A research proposal started to write after review some related theories. The research proposal included the design of how to conduct the research, what instruments has been used for the research. The design of this research was descriptive quantitative

d. Constructing questionnaire

In this research the researcher used questionnaire as the instrument to measure guessing meaning from context technique. After constructing the document, the researcher was distributes the questionnaire to the sample of the research.

e. Having proposal seminar

The researcher comes to the seminar proposal.

2. Whilst-operation

a. Doing try out

The researcher gave thirty questionnaires to seven respondents for try out and then asked them to fill it based on their condition. The researcher used Google form as a tool to collect the data. By using Google form the researcher could distribute the questionnaire to the sample or pre-service teachers. It was more easy and saving time when the data were collected from the respondents.

b. Scoring try out

To know the questionnaire is good or not the researcher did check validity and reliability. Then researcher made the tabulation score of the try out respondent in excel. To check the validity and reliability of the questionnaire the researcher used SPSS version 22.

If the r -hitung/ r -calculated are big than r -table means that the questionnaire is valid and reliable.

c. Revising the instrument

After check validity of the questionnaire, the researcher revising the invalid instrument, then the researcher got the item number of the questionnaire for the research sample.

d. Giving instrument to sample

The researcher gave twenty eight questionnaires for thirty respondents of research sample and asked them to fill it via Google form.

3. Post-operation

a. Analyzing the data

After the researcher submitting the questionnaire from the respondents, the researcher analyzes the data. The data was describe and analyzes by using statistic descriptive analysis. The researcher started with coding the data from the respondents and then the researcher calculated the data frequency and also percentage.

b. Reporting the research

Based on the result of the questionnaire, the researcher comes up with the conclusion and suggestions.

F. Technique of Data Analysis

The researcher used descriptive analysis in analyzing the data. In this technique, there are several steps to analyze the data:

1. Collecting the questionnaire from respondents
2. Checking and calculating respondents scores and calculating the total score of student's answers for each option by using a formula suggested by Sudijono (2005:43).

$$P = F/N \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number/ total of pre-service teachers

3. Determining table of frequency, starting from the lowest score to the highest
4. For interpreting the result of the questionnaire, the researcher used the categories of interest and attitude suggested Djemari et al in Sari (2013:32) as follow:

Table 3. 3 Data Interpretation

| Class Interval | Interpretation | F | % |
|---|--------------------------|----------|----------|
| $\geq (0.80 \times \text{max score})$ | Strongly positive | | |
| $(0.60 \times \text{max score}) - (0.80 \times \text{max score})$ | Positive | | |
| $(0.40 \times \text{max score}) - (0.60 \times \text{max score})$ | Negative | | |
| $< (0.40 \times \text{max score})$ | Strongly Negative | | |

5. Conclusion drawing based on the result percentage

The drawing conclusions the researcher was make based on the data that the researcher got after analyzing, interpreting the data, and show the histogram.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

This chapter discusses the data description, data analysis, and discussion on the pre-service teachers' perception toward online teaching in pre-service teaching program. The data was taken by using questionnaire was distributed to the respondents to get their perception toward online teaching in pre-service teaching program.

The following is a score of pre-service teachers' perception toward online teaching in pre-service teaching program. The score can be seen in the table below:

Table 4. 1 Score of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program

| No | Respondent | Score | No | Respondent | Score |
|--------------------|-------------------|--------------|-----------|-------------------|--------------|
| 1 | R.1 | 75 | 16 | R.16 | 82 |
| 2 | R.2 | 69 | 17 | R.17 | 78 |
| 3 | R.3 | 89 | 18 | R.18 | 72 |
| 4 | R.4 | 88 | 19 | R.19 | 75 |
| 5 | R.5 | 69 | 20 | R.20 | 64 |
| 6 | R.6 | 76 | 21 | R.21 | 77 |
| 7 | R.7 | 65 | 22 | R.22 | 77 |
| 8 | R.8 | 73 | 23 | R.23 | 82 |
| 9 | R.9 | 51 | 24 | R.24 | 68 |
| 10 | R.10 | 97 | 25 | R.25 | 60 |
| 11 | R.11 | 80 | 26 | R.26 | 61 |
| 12 | R.12 | 71 | 27 | R.27 | 71 |
| 13 | R.13 | 71 | 28 | R.28 | 84 |
| 14 | R.14 | 79 | 29 | R.29 | 88 |
| 15 | R.15 | 71 | 30 | R.30 | 68 |
| Total score | | | | | 2231 |
| Mean | | | | | 74.36667 |

Then, based on the table above, it can be concluded that the highest score is 97 for number of respondents 10 while, the lowest score is 51 for number of respondent 9. Then, the researcher calculated the frequencies table of pre-service teachers' perception toward online teaching in pre-service teaching program was showed by frequency table as follows:

Table 4. 2 Frequency of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program

| Score | Frequency |
|-------|-----------|
| 51 | 1 |
| 60 | 1 |
| 61 | 1 |
| 64 | 1 |
| 65 | 1 |
| 68 | 2 |
| 69 | 2 |
| 71 | 4 |
| 72 | 1 |
| 73 | 1 |
| 75 | 2 |
| 76 | 1 |
| 77 | 2 |
| 78 | 1 |
| 79 | 1 |
| 80 | 1 |
| 82 | 2 |
| 84 | 1 |
| 88 | 2 |
| 89 | 1 |
| 97 | 1 |

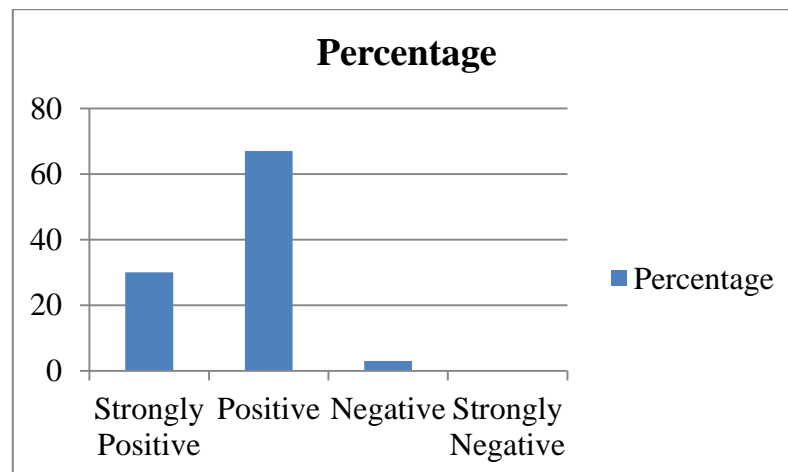
Based on the frequency table above, we can conclude that there is one respondent got the lowest score of 51, and there is one respondent who got the highest score of 97. Then, the categorizing of pre-service teachers' perception toward online teaching in pre-service teaching program can be seen follows:

Table 4. 3 Category of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program

| Class interval | F | % | Interpretation |
|----------------|----|-----|--------------------------|
| ≥ 77.6 | 9 | 30% | Strongly Positive |
| 58.2-77.6 | 20 | 67% | Positive |
| 38.8-58.2 | 1 | 3% | Negative |
| ≤ 38.8 | - | - | Strongly Negative |

Based on the table above, it can be seen from each category that the perception are strongly positive (30%), positive (67%), and negative (3%). It can be concluded that pre-service teachers' perception toward online teaching in pre-service teaching program are positive with an average score of 74.36667 is in the second class interval between 58.2-77.6. Most of the respondents agree that online teaching in pre-service teaching program supports them improving their knowledge and skills in teaching, using media, methods, and classroom management, create teaching practice video. Moreover, the histogram can be seen as follows:

Histogram 1 Percentages of Pre-Service Teachers' Score in their Perception toward Online Teaching in Pre-Service Teaching Program



Moreover, the researcher got the intensity of pre-service teachers' perception toward online teaching in pre-service teaching program divided into three components are: cognitive, affective, and conative. The result can be seen the data analysis below.

2. Data Analysis

All of the data analysis of this research was analyzed by using descriptive statistics formula such as total score, frequency, and percentage. The researcher analyzed based on the three components of perception such as cognitive, affective and conative. The data can be seen as follows:

a. Pre-service teachers' perception toward online teaching in pre-service teaching program in term of cognitive components

Cognitive component or perceptual is component that related to knowledge, opinion, and belief that is good thing that related how person's perception toward object. There are 15 items for cognitive. The score of pre-service teachers' perception toward online teaching in pre-service teaching program in term of cognitive components can be seen in the table below:

Table 4. 4 Score of Pre-Service Teachers' Perception toward Online teaching in Pre-Service Teaching Program in Term of Cognitive Components

| No | Respondent | Score | No | Respondent | Score |
|----|------------|-------|----|------------|-------|
| 1 | R.1 | 49 | 16 | R.16 | 45 |
| 2 | R.2 | 40 | 17 | R.17 | 44 |
| 3 | R.3 | 45 | 18 | R.18 | 38 |
| 4 | R.4 | 48 | 19 | R.19 | 39 |
| 5 | R.5 | 40 | 20 | R.20 | 38 |
| 6 | R.6 | 40 | 21 | R.21 | 42 |
| 7 | R.7 | 38 | 22 | R.22 | 42 |
| 8 | R.8 | 38 | 23 | R.23 | 45 |
| 9 | R.9 | 35 | 24 | R.24 | 41 |
| 10 | R.10 | 55 | 25 | R.25 | 35 |
| 11 | R.11 | 45 | 26 | R.26 | 35 |
| 12 | R.12 | 38 | 27 | R.27 | 42 |
| 13 | R.13 | 38 | 28 | R.28 | 45 |

| | | | | | |
|--------------------|------|----|-----------|------|------|
| 14 | R.14 | 40 | 29 | R.29 | 46 |
| 15 | R.15 | 38 | 30 | R.30 | 38 |
| Total score | | | | | 1242 |
| Mean | | | | | 41.4 |

Based on the table above, the researcher calculated the frequencies tables of pre-service teachers' perception toward online teaching in pre-service teaching program in term of cognitive components was showed by frequency table and its table as follow:

Table 4. 5 Frequency of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Cognitive Components

| Score | Frequency |
|-------|-----------|
| 35 | 3 |
| 38 | 8 |
| 39 | 1 |
| 40 | 4 |
| 41 | 1 |
| 42 | 3 |
| 44 | 1 |
| 45 | 5 |
| 46 | 1 |
| 48 | 1 |
| 49 | 1 |
| 55 | 1 |

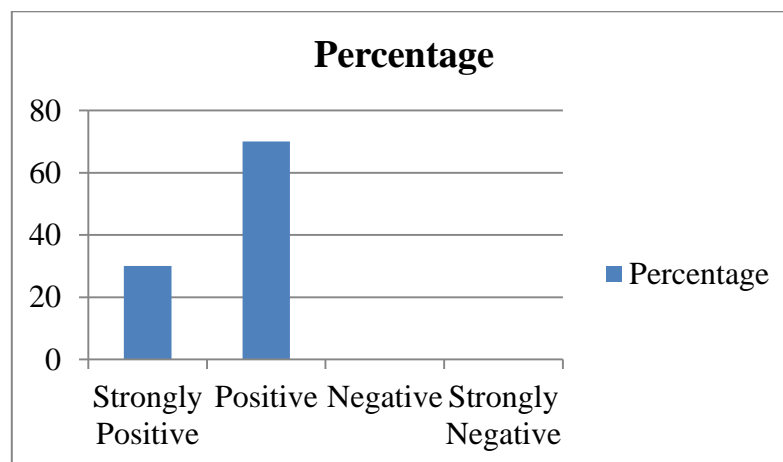
Based on the frequency table above, they are 15 items for cognitive and we can conclude that there one respondent who got the lowest score of 35, and there are one respondent who got highest score of 55. Then, the categorizing of pre-service teachers' perception toward online teaching in pre-service teaching program in term of cognitive components.

Table 4.6 Category of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Cognitive Components

| Class interval | F | % | Interpretation |
|----------------|----|-----|--------------------------|
| ≥ 44 | 9 | 30% | Strongly Positive |
| 33-44 | 21 | 70% | Positive |
| 22-33 | – | – | Negative |
| ≤ 22 | – | – | Strongly Negative |

Based on the table above, it can be seen from each category that the perception are strongly positive (30%), and positive (70%). It can be concluded that pre-service teachers' perception toward online teaching in pre-service teaching program in term of cognitive aspect are positive with an average score of 41.4 is in the second class interval between 33-44. Most of the respondents agree that online teaching in pre-service teaching program supports them to better understand how to do lesson planning, any teaching method, using various learning media. Besides that, online teaching in pre-service teaching program also can improve skill to create teaching video, improving written communication, and improve English language skill. Moreover, the histogram can be seen as follows:

Histogram 2 Percentages of Pre-Service Teachers' Score in their Perception toward Online Teaching in Pre-Service Teaching Program in Term of Cognitive Components



b. Pre-service teachers' perception toward online teaching in pre-service teaching program in term of affective components

Affective or emotional component is component in component that related to like or dislike toward perception object. There are 7 items for affective. The score of pre-service teachers' perception toward online teaching in pre-service teaching program in term of affective components can be seen in table below:

Table 4. 7 Score of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Affective Components

| No | Respondent | Score | No | Respondent | Score |
|--------------------|------------|-------|----|------------|---------|
| 1 | R.1 | 12 | 16 | R.16 | 19 |
| 2 | R.2 | 17 | 17 | R.17 | 18 |
| 3 | R.3 | 26 | 18 | R.18 | 16 |
| 4 | R.4 | 22 | 19 | R.19 | 20 |
| 5 | R.5 | 15 | 20 | R.20 | 14 |
| 6 | R.6 | 20 | 21 | R.21 | 18 |
| 7 | R.7 | 14 | 22 | R.22 | 18 |
| 8 | R.8 | 20 | 23 | R.23 | 19 |
| 9 | R.9 | 8 | 24 | R.24 | 15 |
| 10 | R.10 | 22 | 25 | R.25 | 12 |
| 11 | R.11 | 20 | 26 | R.26 | 14 |
| 12 | R.12 | 18 | 27 | R.27 | 12 |
| 13 | R.13 | 18 | 28 | R.28 | 21 |
| 14 | R.14 | 21 | 29 | R.29 | 24 |
| 15 | R.15 | 16 | 30 | R.30 | 15 |
| Total score | | | | | 524 |
| Mean | | | | | 17.4667 |

Based on the table above, the researcher calculated the frequencies table of pre-service teachers' perception toward online teaching in pre-service teaching program in term of affective components was showed by frequency table and its table as follow:

Table 4. 8 Frequency of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Affective Components

| Score | Frequency |
|-------|-----------|
| 8 | 1 |
| 12 | 3 |
| 14 | 3 |
| 15 | 3 |
| 16 | 2 |
| 17 | 1 |
| 18 | 5 |
| 19 | 2 |
| 20 | 4 |
| 21 | 2 |
| 22 | 2 |
| 24 | 1 |
| 26 | 1 |

Based on the frequency table above, they are 7 items for affective and we can conclude that there one respondent who got the lowest score of 8, and there are one respondent who got highest score of 26. Then, the categorizing of pre-service teachers' perception toward online teaching in pre-service teaching program in term affective components.

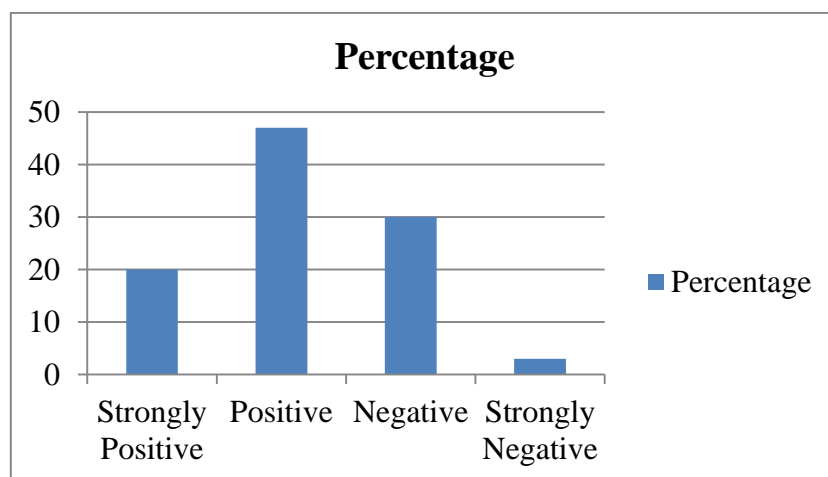
Table 4. 9 Category of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Affective Components

| Class interval | F | % | Interpretation |
|----------------|----|-----|--------------------------|
| ≥ 20.8 | 6 | 20% | Strongly Positive |
| 15.6-20.8 | 14 | 47% | Positive |
| 10.4-15.6 | 9 | 30% | Negative |
| ≤ 10.4 | 1 | 3% | Strongly Negative |

Based on the table above, it can be seen from each category that the perception are strongly positive (20%), positive (47%), negative (30%), and strongly negative (3%).

It can be concluded that pre-service teachers' perception toward online teaching in pre-service teaching program in term of affective aspect are positive with an average score of 17.4667 is in the second class interval between 15.6-20.8. Most of the respondents agree that online teaching in pre-service teaching program supports them to be easy to convey material, effective in discussion, and more creative in making teaching materials. Moreover, the histogram can be seen as follows:

Histogram 3 Percentages of Pre-Service Teachers' Score in their Perception toward Online Teaching n Pre-Service Teaching Program in Term of Affective Components



c. Pre-service teachers' perception toward online teaching in pre-service teaching program in term of conative components

Conative or action component related to action tendency toward attitude's object. There are 6 items for conative. The score of pre-service teachers' toward online teaching in pre-service teaching program in term of conative components can be seen in the table below:

Table 4. 10 Score of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Conative Components

| No | Respondent | Score | No | Respondent | Score |
|--------------------|------------|-------|----|------------|-------|
| 1 | R.1 | 14 | 16 | R.16 | 18 |
| 2 | R.2 | 12 | 17 | R.17 | 16 |
| 3 | R.3 | 18 | 18 | R.18 | 18 |
| 4 | R.4 | 18 | 19 | R.19 | 16 |
| 5 | R.5 | 14 | 20 | R.20 | 12 |
| 6 | R.6 | 16 | 21 | R.21 | 17 |
| 7 | R.7 | 13 | 22 | R.22 | 17 |
| 8 | R.8 | 15 | 23 | R.23 | 18 |
| 9 | R.9 | 8 | 24 | R.24 | 12 |
| 10 | R.10 | 20 | 25 | R.25 | 13 |
| 11 | R.11 | 15 | 26 | R.26 | 12 |
| 12 | R.12 | 15 | 27 | R.27 | 17 |
| 13 | R.13 | 15 | 28 | R.28 | 18 |
| 14 | R.14 | 18 | 29 | R.29 | 18 |
| 15 | R.15 | 17 | 30 | R.30 | 15 |
| Total score | | | | | 465 |
| Mean | | | | | 15.5 |

Based on the table above, the researcher calculated the frequency table of pre-service teachers' perception toward online teaching in pre-service teaching program in term of conative components was showed by frequency table and its table as follow:

Table 4. 11 Frequency of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Conative Components

| Score | Frequency |
|-------|-----------|
| 8 | 1 |
| 12 | 4 |
| 13 | 2 |
| 14 | 2 |
| 15 | 5 |
| 16 | 3 |
| 17 | 4 |
| 18 | 8 |
| 20 | 1 |

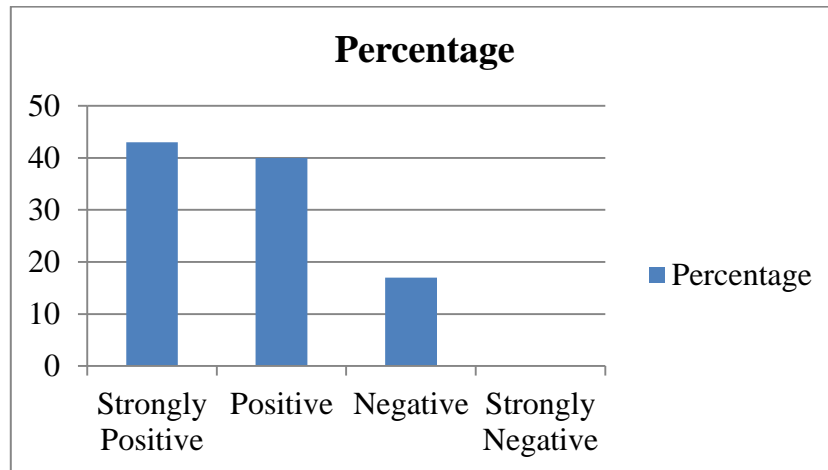
Based on the frequency table above, they are 6 items for conative and we can conclude that there one respondent who got the lowest score of 8, and there are one respondent who got highest score of 20. Then, the categorizing of pre-service teachers' perception toward **online teaching in pre-service teaching program in term of conative components.**

Table 4. 12. Category of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program in Term of Conative Components

| Class interval | F | % | Interpretation |
|-----------------------|----------|----------|--------------------------|
| ≥ 16 | 13 | 43% | Strongly Positive |
| 12-16 | 12 | 40% | Positive |
| 8-12 | 5 | 17% | Negative |
| ≤ 8 | - | - | Strongly Negative |

Based on the table above, it can be seen from each category that the perception are strongly positive (43%), positive (40%), and negative (17%). It can be concluded that pre-service teachers' perception toward online teaching in pre-service teaching in term of conative aspect are strongly positive with an average score of 15.5 is in the first class interval greater than 16 (≥ 16). Most of the respondents agree that online teaching in pre-service teaching program in pre-service teaching program can reduce nervous feelings when teaching, can managing time effectively, and easy to evaluate students' learning. Moreover, the histogram can be seen as follows:

Histogram 4 Percentages of Pre-Service Teachers' Score in their Perception toward Online Teaching in Pre-Service Teaching Program in Term of Conative Components



B. Discussion

Related to explanation of expert above, after analyzing the data, it can be seen that pre-service teachers' perception toward online teaching in pre-service teaching program are positive, with an average score of 74.36667. In having perception toward online teaching in pre-service teaching program, there are three components considered, they are cognitive component, affective component, and conative components.

First, pre-service teachers' perceptions toward online teaching in pre-service teaching program in terms of the cognitive component are positive, with an average score of 41.4. Most of the respondents agree that online teaching in pre-service teaching program supports them to better understand how to lesson planning, any teaching method, using various learning media. Besides that, online teaching in pre-service teaching program also can improve skill to create teaching video, improving written communication, and improve English language skill.

Second, pre-service teachers' perceptions toward online teaching in pre-service teaching program in terms of affective component are positive, with an average score of 17.4667. Most of the respondents agree that online teaching in pre-service teaching program supports them to be more creative in making teaching materials, easy to convey materials, and discussion becomes effective.

Third, pre-service teachers' perceptions toward online teaching in pre-service teaching program in term of conative component are strongly positive, with an average score of 15.5. Most of the respondents agree that online teaching in pre-service teaching program can reduce nervous feelings when teaching, can managing time effectively, and easy to evaluate students learning.

Positive perceptions toward online teaching in pre-service teaching program were expressed by pre-service teachers. Even though, they think that online teaching in pre-service teaching program is difficult, complicated, and ineffective because it cannot control students' whether they are really studying at home or doing other things besides school.

Then, when teaching online the pre-service teacher does not take much action in front of the class such as only taking absences, sending materials or explaining materials and then giving assignments. Which is can reduce feelings of nervousness, increase self-confidence when teaching and other benefits.

It is support by Ardiyansyah et al., (2021:1-14), the title is *Persepsi Guru Praktikan Terhadap Pembelajaran Online Pada Program Praktek Mengajar Daring di Tengah Pandemi Covid-19*. They found that there was positive perception toward online learning that given by respondents which online learning can improve pre-service teachers' language skills so that they can speak confidently, fluently, and communicatively when giving instructions and presenting lessons in online classes. Then, it can develop teaching competencies, more easily understand various teaching methods, provide opportunities for them to apply their teaching skills, determine strengths and weaknesses in teaching

English, learn to manage teaching time, be more disciplined, be reflexive in some situations and become a professional teacher.

Then support by Shinta & Aprilia, (2020:58-66), the title is EFL Pre-Service Teachers' Perceptions of Online Teaching-Practicum during Covid-19 Pandemic found that there was positive perception given by respondents. They also found that it is improve ability to using teaching method, get new ideas on teaching, improve teaching knowledge and teaching experience, develop lesson-planning skills, make confident, and deepened interest in teaching,

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, it can be concluded that pre-service teachers' perception toward online teaching in pre-service teaching program are positive, with an average score of 74.36667. In having perception toward online teaching, there are three components considered, they are cognitive component, affective component, and conative components. First, pre-service teachers' perception toward online teaching in term of cognitive component are positive, with an average score of 41,4. Second, pre-service teachers' perception toward online teaching in term of affective component are positive, with an average score of 17,4667. Third, pre-service teachers' perception toward online teaching in term of conative component are strongly positive, with an average score of 15,5.

Positive perceptions toward online teaching were expressed by pre-service teachers. Which is give benefit for pre-service teachers including can increase self-confidence, reduce feelings of nervousness when teaching, increasing the ability to make lesson plans, teaching method, using learning media, improve written communication, improve to make teaching material creatively, easier to deliver material, discussion and evaluate students' learning using Whatsapp, easy to managing time, improve skill to create teaching practice video, and improve English language skills through teaching practice video.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Pre-service teacher

Considering the result of the research above, the researcher would like to suggest to the pre-service teacher more increase their motivation and pay more

attention about online teaching. It helps the pre-service teacher to teaching better in the future and got several advantages of the online teaching.

2. English Micro Teaching Lecturer

From the result of the research, pre-service teachers' perception toward online teaching in pre-service teaching program was *positive*. Therefore, the researcher would like to suggest to the micro-teaching lecturers to give information more and pay attention about how to apply online teaching in pre-service teaching program, making online lesson plan, using any online teaching in pre-service teaching program method, using online learning media, make creative materials, and how to evaluate students' learning.

3. Laboratory of Tarbiyah and Teacher Training Faculty

The researcher would like to give suggestion to completely the pre-service teaching program guidebook, such as the characteristics of pre-service teaching that different from before, clearly activities in teaching and non-teaching aspect, and target should be reach by pre-service teacher who follow pre-service teaching program.

4. Next Researcher

This research focused on pre-service teachers' perception toward online teaching in pre-service teaching program, for the next researcher, the researcher suggests conducting a research about difficulties of English pre-service teacher toward online teaching in pre-service teaching program using other research design or using qualitative method.

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APPANDICES

Appendix 1 Table of Specification

Table of Specification Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program

| Expert | Variable | Sub-variable | Online Pre-Service Teaching Program | | Questionare items | Items Number | | Total |
|---|--|---|-------------------------------------|---|---|--------------|----|-------|
| | | | Indicators | Sub-indicators | | + | - | |
| Walgito (2004:86), Masbow in Tanjung (2015:13), Trisoni, R., et al. (2020:13-14), and Ardiyansyah et al., | Pre-service teachers' perception toward online teaching in pre-service teaching program. | Cognitive component: 1. Knowledge 2. Opinion 3. Belief | Aspect of Activity | Teaching Aspect: Lesson Plans, Learning Media, Teaching Practice Videos, Language, Communication, Teaching Competence, Knowledge, Preparation, Management, Attitude, And Personality. | Pre-service teachers' knowledge about online teaching in pre-service teaching program can increase lesson plans skills be better in online pre-service teaching program | 1 | 16 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can be done with a flexible time and place that makes teaching easier in online pre-service teaching program. | 2 | 17 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can help to better understand the different teaching methods in online pre-service teaching program. | 3 | 18 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can help to choose, create, | 4 | 19 | 2 |

| | | | | | | | | |
|-------------|--|------------------------------|--|--|--|--|----|----|
| (2021:1-14) | | | | | and use appropriate media in teaching English in online pre-service teaching program | | | |
| | | | | | Pre-service teachers' opinion about online teaching in pre-service teaching program that can improve skill to create teaching practice video in online pre-service teaching program. | 5 | 20 | 2 |
| | | | | | Pre-service teachers' opinion about online teaching in pre-service teaching program can helps to practicing English language skills through teaching practice video in online pre-service teaching program | 6 | 21 | 2 |
| | | | | | Pre-service teachers' belief that online teaching in pre-service teaching program can improve skills in using various online instructional media in online pre-service teaching program | 7 | 22 | 2 |
| | | | | | Pre-service teachers' belief that online teaching in pre-service teaching program can improve written communication skill better through online platform in online pre-service teaching program | 8 | 23 | 2 |
| | | Affective component: Like | | | | Pre-service teachers' like online teaching in pre-service teaching program using WhatsApp online | 9 | 24 |

| | | | | | | | | |
|--|--|----------------------------|--|--|---|-----------|-----------|----------|
| | | | | | learning media because make it easier to deliver material effectively in online pre-service teaching program | | | |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching program because can make it easier to understand the characteristics of students in online pre-service teaching program. | 10 | 25 | 2 |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching program because can improve skills to make teaching materials creatively in online pre-service teaching program. | 11 | 26 | 2 |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching program using WhatsApp online learning media because can makes discussion with students more effective in class in online pre-service teaching program | 12 | 27 | 2 |
| | | Conative component: Act | | | Pre-service teachers' excited to follow online teaching in pre-service teaching program because can help to increase confidence to communicate with students in online pre-service teaching program. | 13 | 28 | 2 |
| | | | | | Pre-service teachers' excited to follow online teaching in pre-service teaching | 14 | 29 | 2 |

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| | | | program because make it easier to evaluate student learning in online pre-service teaching program | | | |
| | | | Pre-service teachers' excited to follow online teaching in pre-service teaching program because can helps in managing time effectively in online pre-service teaching program | 15 | 30 | 2 |

Appendix 2 the Sample of Proposed Questionnaires

INSTRUMENT PENELITIAN TENTANG PERSEPSI MAHASISWA PPL TERHADAP MENGAJAR DALAM JARINGAN (DARING) PADA PROGRAM PRAKTIK PENGALAMAN LAPANGAN

E-mail :

Nama :

NIM :

A. Pengantar

Angket ini hanya digunakan untuk kepentingan penelitian ilmiah. Pernyataan-pernyataan di bawah ini berhubungan dengan **apa yang anda rasakan ketika mengajar daring dalam program praktek pengalaman lapangan daring**. Isilah angket ini apa adanya, bukan apa yang semestinya, sesuai dengan apa yang anda lakukan atau rasakan. Jawaban yang anda berikan dijamin kerahasiaannya. Atas bantuan dan kerjasama yang anda berikan saya ucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda *checklist* (√) pada setiap pilihan jawaban berikut:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. Contoh Pengisian

| No | Pernyataan | Jawaban | | | |
|----|--|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam membuat RPP dengan lebih baik. | √ | | | |

Bacalah pernyataan- pernyataan di bawah ini dengan benar dan teliti. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda rasakan dan lakukan:

| No | Pernyataan | Jawaban | | | |
|----|---|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam membuat RPP dengan lebih baik. | | | | |
| 2. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga memudahkan saya dalam mengajar | | | | |
| 3 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik | | | | |
| 4 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk memilih, membuat, dan menggunakan media | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | yang tepat dalam mengajar bahasa Inggris | | | | |
| 5 | Menurut saya, pengajaran daring yang diterapkan di dalam program praktik lapangan daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | | | | |
| 6 | Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu melatih keterampilan bahasa inggris saya | | | | |
| 7 | Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring | | | | |
| 8 | Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik | | | | |
| 9 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk menyampaikan materi secara efisien. | | | | |
| 10 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat memudahkan saya dalam memahami karakteristik peserta didik | | | | |
| 11 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif | | | | |
| 12 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi dengan peserta didik lebih efektif didalam kelas. | | | | |

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|----|--|--|--|--|--|
| | | | | | |
| 13 | Saya bersemangat, mengikuti pegajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu meningkatkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik | | | | |
| 14 | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena memudahkan saya untuk mengevaluasi pembelajaran peserta didik | | | | |
| 15 | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu saya dalam mengatur waktu secara efektif. | | | | |
| 16 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring mengurangi keterampilan saya dalam membuat RPP dengan lebih baik | | | | |
| 17 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga menyulitkan saya dalam mengajar | | | | |
| 18 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik | | | | |
| 19 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring membuat saya sulit untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris | | | | |
| 20 | Menurut saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu meningkatkan keterampilan saya dalam membuat video praktik mengajar | | | | |
| 21 | Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | program praktik pengalaman lapangan daring belum mampu melatih keterampilan bahasa inggris saya | | | | |
| 22 | Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring | | | | |
| 23 | Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik | | | | |
| 24 | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena sulit bagi saya untuk menyampaikan materi secara efisien | | | | |
| 25 | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat saya sulit memahami karakteristik peserta didik | | | | |
| 26 | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena sulit meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif | | | | |
| 27 | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena mengurangi keefektifan saya untuk berdiskusi dengan peserta didik didalam kelas. | | | | |
| 28 | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena melemahkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik | | | | |
| 29 | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | saya sulit untuk mengevaluasi pembelajaran peserta didik | | | | |
| 30 | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena belum mampu membantu saya dalam mengatur waktu secara efektif. | | | | |

Appendix 3 the Sample of Try-Out Questionnaire

| | | |
|---|---|--|
| <p>1. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam membuat RPP dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>2. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga memudahkan saya dalam mengajar *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>3. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>4. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>5. Menurut saya, pengajaran daring yang diterapkan di dalam program praktik lapangan daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>6. Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu melatih keterampilan bahasa Inggris saya *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>7. Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>8. Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>9. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp dapat memudahkan saya untuk menyampaikan materi secara efisien *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |

| | | |
|--|---|---|
| <p>10. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat memudahkan saya dalam memahami karakteristik peserta didik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>11. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>12. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi dengan peserta didik lebih efektif didalam kelas *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>13. Saya bersemangat, mengikuti pegajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu meningkatkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>14. Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena memudahkan saya untuk mengevaluasi pembelajaran peserta didik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>15. Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu saya dalam mengatur waktu secara efektif *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>16. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring mengurangi keterampilan saya dalam membuat RPP dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>17. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga menyulitkan saya dalam mengajar *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>18. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |

| | | |
|---|---|---|
| <p>19. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring membuat saya sulit untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>20. Menurut saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu meningkatkan keterampilan saya dalam membuat video praktik mengajar *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>21. Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu melatih keterampilan bahasa Inggris saya *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>22. Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>23. Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>24. Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena sulit bagi saya untuk menyampaikan materi secara efisien *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |
| <p>25. Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat saya sulit memahami karakteristik peserta didik *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>26. Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena sulit meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> | <p>27. Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena mengurangi keefektifan saya untuk berdiskusi dengan peserta didik didalam kelas. *</p> <p><input type="radio"/> Sangat Setuju</p> <p><input type="radio"/> Setuju</p> <p><input type="radio"/> Tidak Setuju</p> <p><input type="radio"/> Sangat Tidak Setuju</p> |

28. Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena melemahkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

29. Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat saya sulit untuk mengevaluasi pembelajaran peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

30. Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena belum mampu membantu saya dalam mengatur waktu secara efektif. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

Appendix 4 Table Tabulation

Table Tabulation

| N/R | Jawaban Responden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | TOTAL |
|-----|-------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| R.1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 71 |
| R.3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 68 |
| R.4 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 44 |
| R.4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 79 |
| R.5 | 2 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 2 | 2 | 4 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 76 |
| R.6 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 81 |
| R.7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 90 |

Appendix 5 Validity and Reliability of Try-out Questionnaire

Reliability Statistics

| | |
|------------------|-----------------|
| Cronbach's Alpha | Number of Items |
| .958 | 29 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | Corrected Item-Total Correlation | Test Validity |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|---------------|
| X01 | 67.4286 | 191.619 | .910 | .954 | .910 | Valid |
| X02 | 67.4286 | 195.952 | .695 | .956 | .695 | Revised |
| X03 | 67.2857 | 190.571 | .923 | .954 | .923 | Valid |
| X04 | 67.0000 | 200.333 | .772 | .956 | .772 | Valid |
| X05 | 66.8571 | 209.810 | .117 | .959 | .117 | Revised |
| X06 | 67.2857 | 192.238 | .842 | .955 | .842 | Valid |
| X07 | 66.7143 | 208.905 | .120 | .960 | .120 | Revised |
| X08 | 67.1429 | 191.143 | .895 | .954 | .895 | Valid |
| X09 | 67.5714 | 194.286 | .856 | .955 | .856 | Valid |
| X10 | 67.7143 | 196.238 | .907 | .955 | .907 | Valid |
| X11 | 67.0000 | 190.333 | .762 | .956 | .762 | Valid |
| X12 | 67.7143 | 196.905 | .475 | .959 | .475 | Revised |
| X13 | 67.2857 | 199.571 | .497 | .958 | .497 | Revised |
| X14 | 67.8571 | 195.810 | .774 | .956 | .774 | Valid |
| X15 | 67.0000 | 200.333 | .772 | .956 | .772 | Valid |
| X16 | 67.1429 | 191.143 | .895 | .954 | .895 | Valid |
| X17 | 67.0000 | 192.667 | .858 | .955 | .858 | Valid |
| X18 | 67.2857 | 194.238 | .747 | .956 | .747 | Revised |
| X19 | 67.0000 | 191.333 | .722 | .956 | .722 | Revised |
| X20 | 67.1429 | 202.476 | .557 | .957 | .557 | Revised |

| | | | | | | |
|-----|---------|---------|-------|------|-------|-----------|
| X21 | 67.2857 | 190.571 | .923 | .954 | .923 | Valid |
| X22 | 67.2857 | 212.571 | -.104 | .961 | -.104 | Discarded |
| X23 | 67.5714 | 192.286 | .727 | .956 | .727 | Revised |
| X24 | 67.4286 | 205.952 | .217 | .960 | .217 | Revised |
| X25 | 67.4286 | 207.286 | .264 | .959 | .264 | Revised |
| X27 | 67.7143 | 199.238 | .492 | .958 | .492 | Revised |
| X28 | 67.2857 | 192.238 | .842 | .955 | .842 | Valid |
| X29 | 67.5714 | 196.286 | .561 | .958 | .561 | Revised |
| X30 | 67.5714 | 196.952 | .713 | .956 | .713 | Revised |

Appendix 6 the Result of Tried-out Questionnaire

Comparative Table Tried Out Questionnaire Items

| No | Pernyataan | Revise | r-hitung | r-tabel (5%) | Interpretasi |
|----|---|---|----------|--------------|--------------|
| 1. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam membuat RPP dengan lebih baik. | ✓ | .910 | 0.754 | Valid |
| 2. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga memudahkan saya dalam mengajar | Sepengetahuan saya, mengajar secara daring yang diterapkan didalam program PPL daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga memudahkan saya ketika mengajar | .695 | 0.754 | Revised |
| 3. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik | ✓ | .923 | 0.754 | Valid |

| | | | | | |
|----|---|--|------|-------|---------|
| 4. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu saya untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris | ✓ | .772 | 0.754 | Valid |
| 5. | Menurut saya, pengajaran daring yang diterapkan di dalam program praktik lapangan daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | Menurut saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | .117 | 0.754 | Revised |
| 6. | Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program praktik pengalaman lapangan daring dapat membantu melatih keterampilan bahasa Inggris saya | ✓ | .842 | 0.754 | Valid |
| 7. | Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring | Saya yakin, dengan adanya mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam menggunakan | .120 | 0.754 | Revised |

| | | berbagai media pembelajaran daring | | | |
|-----|--|------------------------------------|------|-------|-------|
| 8. | Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik | ✓ | .895 | 0.754 | Valid |
| 9. | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk menyampaikan materi secara efisien. | ✓ | .856 | 0.754 | Valid |
| 10. | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat memudahkan saya dalam memahami karakteristik peserta didik | ✓ | .907 | 0.754 | Valid |
| 11. | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat meningkatkan keterampilan saya | ✓ | .762 | 0.754 | Valid |

| | | | | | |
|-----|---|---|------|-------|---------|
| | dalam membuat bahan ajar secara kreatif | | | | |
| 12. | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi dengan peserta didik lebih efektif didalam kelas. | Saya suka, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi lebih efektif dengan peserta didik didalam kelas | .475 | 0.754 | Revised |
| 13. | Saya bersemangat, mengikuti pegajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu meningkatkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik | Saya bersemangat, mengikuti pegajaran daring yang diterapkan didalam program <i>PPL</i> daring karena dapat membantu meningkatkan rasa percaya diri saya ketika berkomunikasi dengan peserta didik | .497 | 0.754 | Revised |
| 14. | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena memudahkan saya untuk mengevaluasi pembelajaran peserta | ✓ | .774 | 0.754 | Valid |

| | | | | | |
|-----|--|--|------|-------|---------|
| | didik | | | | |
| 15. | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena dapat membantu saya dalam mengatur waktu secara efektif. | ✓ | .772 | 0.754 | Valid |
| 16. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring mengurangi keterampilan saya dalam membuat RPP dengan lebih baik | ✓ | .895 | 0.754 | Valid |
| 17. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga menyulitkan saya dalam mengajar | ✓ | .858 | 0.754 | Valid |
| 18. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik | Sepengetahuan saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring tidak dapat membantu saya untuk memahami berbagai metode mengajar dengan lebih baik | .747 | 0.754 | Revised |

| | | | | | |
|-----|--|--|-------|-------|---------|
| 19. | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring membuat saya sulit untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris | Sepengetahuan saya, mengajar secara daring yang diterapkan didalam program PPL daring membuat saya kesulitan untuk memilih, membuat, dan menggunakan media yang tepat ketika mengajar bahasa Inggris | .722 | 0.754 | Revised |
| 20. | Menurut saya, pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu meningkatkan keterampilan saya dalam membuat video praktik mengajar | Menurut saya, mengajar secara daring yang diterapkan dalam program PPL daring tidak dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | .557 | 0.754 | Revised |
| 21. | Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program praktik pengalaman lapangan daring belum mampu melatih keterampilan bahasa Inggris saya | ✓ | .923 | 0.754 | Valid |
| 22. | Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik | - | -.104 | | |

| | | | | | |
|-----|--|--|------|-------|-----------|
| | pengalaman lapangan daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring | | | 0.754 | Discarded |
| 23. | Saya ragu, dengan adanya pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik | Saya ragu, dengan adanya pengajaran daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan kemampuan saya untuk berkomunikasi secara tertulis dengan lebih baik | .727 | 0.754 | Revised |
| 24. | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena sulit bagi saya untuk menyampaikan materi secara efisien | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena membuat saya kesulitan untuk menyampaikan materi secara efisien | .217 | 0.754 | Revised |
| 25. | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat saya sulit memahami | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring karena membuat saya | .264 | 0.754 | Revised |

| | | | | | |
|-----|--|--|------|-------|---|
| | karakteristik peserta didik | kesulitan untuk memahami karakteristik peserta didik | | | |
| 26. | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring karena sulit meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif | Cannot be computed because at least one of the variables is constants | | 0.754 | Cannot be computed because at least one of the variables is constants |
| 27. | Saya benci, mengajar dengan sistem daring yang diterapkan didalam program praktik pengalaman lapangan daring menggunakan media pembelajaran WhatsApp karena mengurangi keefektifan saya untuk berdiskusi dengan peserta didik didalam kelas. | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena membuat saya kesulitan untuk berdiskusi secara efektif dengan peserta didik didalam kelas | .492 | 0.754 | Revised |
| 28. | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena melemahkan kepercayaan diri saya dalam berkomunikasi dengan | ✓ | .842 | 0.754 | Valid |

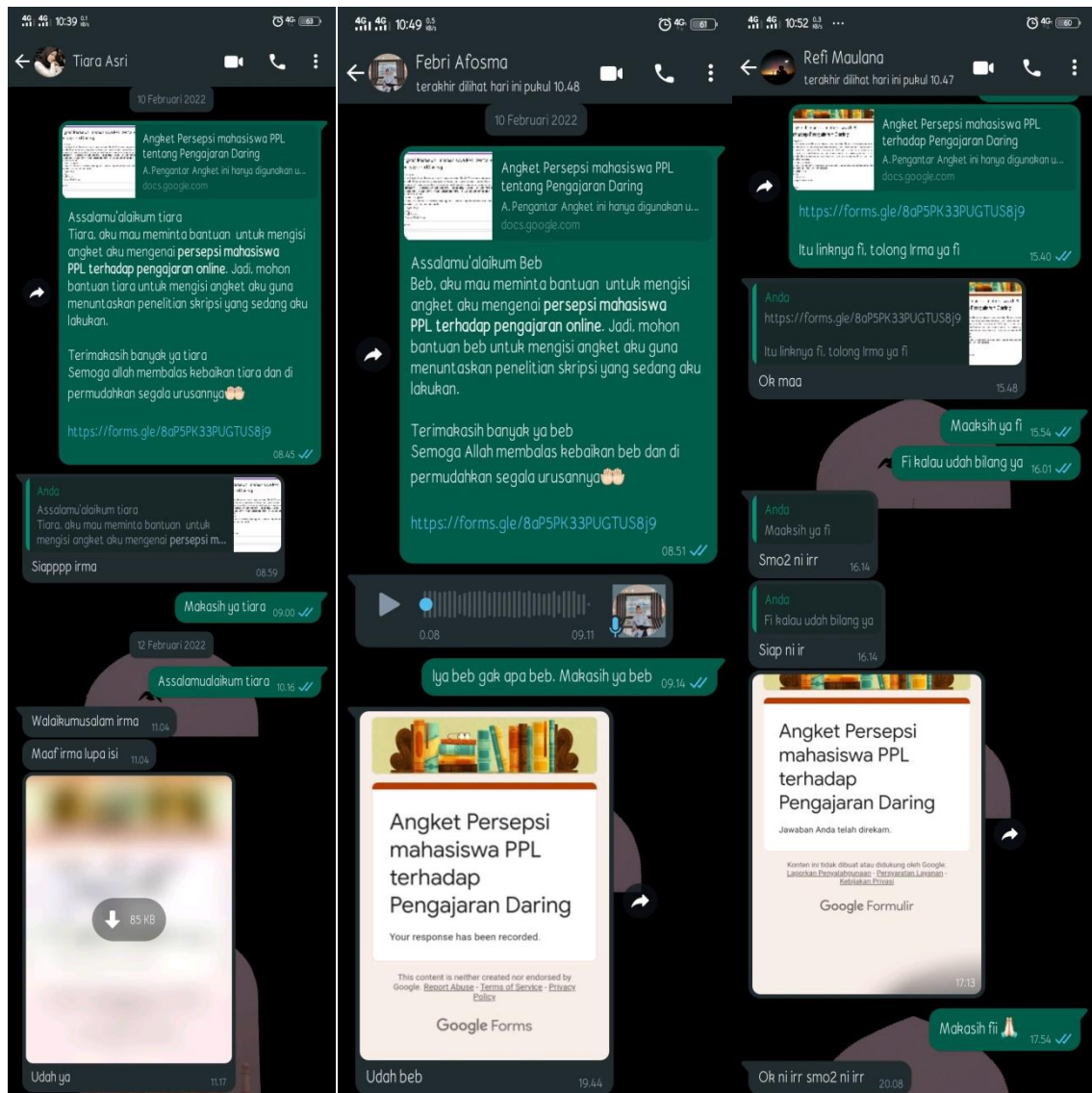
| | | | | | |
|-----|---|--|------|-------|---------|
| | peserta didik | | | | |
| 29. | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena membuat saya sulit untuk mengevaluasi pembelajaran peserta didik | Saya kurang bersemangat, mengikuti sistem mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring karena membuat saya kesulitan untuk mengevaluasi pembelajaran peserta didik | .561 | 0.754 | Revised |
| 30. | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program praktik pengalaman lapangan daring karena belum mampu membantu saya dalam mengatur waktu secara efektif. | Saya kurang bersemangat, mengikuti sistem mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring karena tidak dapat membantu saya dalam mengatur waktu secara efektif | .713 | 0.754 | Revised |

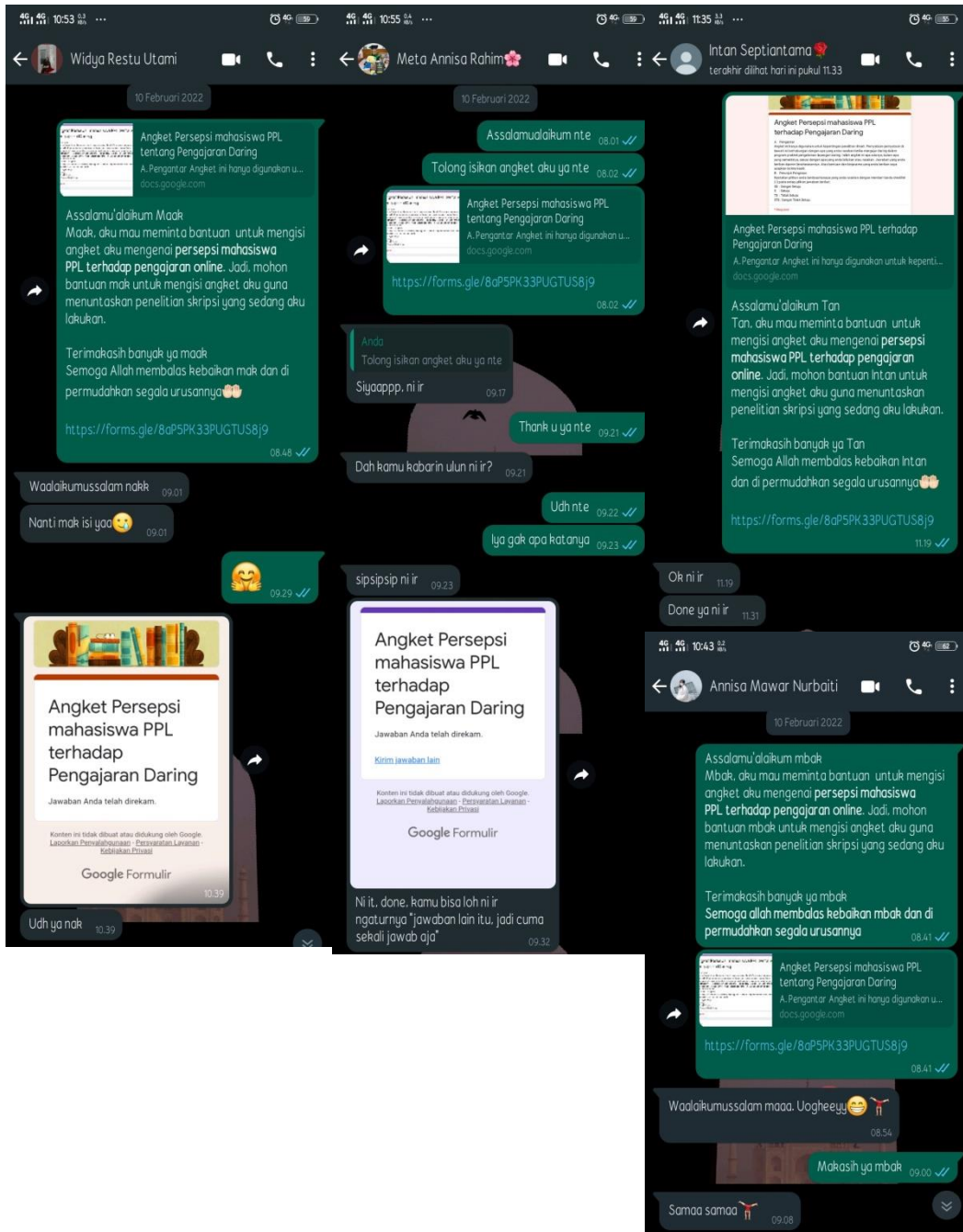
| | |
|-----------------------|------|
| Valid | = 14 |
| Revised | = 14 |
| Discarded | = 1 |
| Variabel is constants | = 1 |

| |
|-------------------------------|
| Taraf signifikansi 5% = 0.754 |
|-------------------------------|

Appendix 7 Respondent's Documentation as a Try-Out Sample

DOKUMENTASI PESERTA SAMPEL UJI COBA PENGISI ANGKET MAHASISWA TBI PPL TAHUN PELAJARAN 2021/2022





Appendix 8 Table of Specification after Being Revised

Table of Pre-Service Teachers' Perception toward Online Teaching in Pre-Service Teaching Program

| Expert | Variable | Sub-variable | Online Pre-service Teaching Program | | Questionare items | Items Number | | Total |
|---|--|---|-------------------------------------|---|--|--------------|----|-------|
| | | | Indicators | Sub-indicators | | + | - | |
| Walgito (2004:86), Masbow in Tanjung (2015:13), Trisoni, R., et al. (2020:13-14), and Ardiyansyah et al., (2021:1-14) | Pre-service teachers' perception toward Online Teaching in Pre-Service Teaching Program. | Cognitive component: 1. Knowledge 2. Opinion 3. Belief | Aspect of Activity | Teaching Aspect: Lesson Plans, Learning Media, Teaching Practice Videos, Language, Communication, Teaching Competence, Knowledge, Preparation, Management, Attitude, And Personality. | Pre-service teachers' knowledge about online teaching in pre-service teaching program can increase lesson plans skills be better in online pre-service teaching program | 1 | 16 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can be done with a flexible time and place that makes teaching easier in online pre-service teaching program. | 2 | 17 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can help to better understand the different teaching methods in online pre-service teaching program. | 3 | 18 | 2 |
| | | | | | Pre-service teachers' knowledge about online teaching in pre-service teaching program can help to choose, create, and use appropriate media in teaching English in online pre-service teaching program | 4 | 19 | 2 |
| | | | | | Pre-service teachers' opinion about | 5 | 20 | 2 |

| | | | | | | | | |
|--|--|------------------------------|--|--|---|-----------|-----------|----------|
| | | | | | online teaching in pre-service teaching program that can improve skill to create teaching practice video in online pre-service teaching program. | | | |
| | | | | | Pre-service teachers' opinion about online teaching in pre-service teaching program can helps to practicing English language skills through teaching practice video in online pre-service teaching program | 6 | 21 | 2 |
| | | | | | Pre-service teachers' belief that online teaching in pre-service teaching program can improve skills in using various online instructional media in online pre-service teaching program | 7 | - | 1 |
| | | | | | Pre-service teachers' belief that online teaching in pre-service teaching program can improve written communication skill better through online platform in online pre-service teaching program | 8 | 22 | 2 |
| | | Affective component: Like | | | Pre-service teachers' like online teaching in pre-service teaching program using WhatsApp online learning media because make it easier to deliver material effectively in online pre-service teaching program | 9 | 23 | 2 |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching | 10 | 24 | 2 |

| | | | | | | | | |
|--|--|----------------------------|--|--|---|-----------|-----------|----------|
| | | | | | program because can make it easier to understand the characteristics of students in online pre-service teaching program. | | | |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching program because can improve skills to make teaching materials creatively in online pre-service teaching program. | 11 | - | 1 |
| | | | | | Pre-service teachers' like online teaching in pre-service teaching program using WhatsApp online learning media because can makes discussion with students more effective in class in online pre-service teaching program | 12 | 25 | 2 |
| | | Conative component: Act | | | Pre-service teachers' excited to follow online teaching in pre-service teaching program because can help to increase confidence to communicate with students in online pre-service teaching program. | 13 | 26 | 2 |
| | | | | | Pre-service teachers' excited to follow online teaching in pre-service teaching program because make it easier to evaluate student learning in online pre-service teaching program | 14 | 27 | 2 |
| | | | | | Pre-service teachers' excited to follow online teaching in pre-service teaching | 15 | 28 | 2 |

| |
|--|
| |
|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | program because can helps in managing time effectively in online pre-service teaching program | | | |
|--|--|--|---|--|--|--|

Appendix 9 the Sample of Proposed Questionnaires after Being Revised

**INSTRUMENT PENELITIAN TENTANG PERSEPSI MAHASISWA
PRAKTIKAN TERHADAP MENGAJAR DALAM JARINGAN (DARING)
PADA PROGRAM PRAKTIK PENGALAMAN LAPANGAN**

E-mail :

Nama :

NIM :

A. Pengantar

Angket ini hanya digunakan untuk kepentingan penelitian ilmiah. Pernyataan-pernyataan di bawah ini berhubungan dengan **apa yang anda rasakan ketika mengajar daring dalam program PPL daring**. Isilah angket ini apa adanya, bukan apa yang semestinya, sesuai dengan apa yang anda lakukan atau rasakan. Jawaban yang anda berikan dijamin kerahasiaannya. Atas bantuan dan kerjasama yang anda berikan saya ucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda *checklist* (√) pada setiap pilihan jawaban berikut:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. Contoh Pengisian

| No | Pernyataan | Jawaban | | | |
|----|--|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam membuat <i>RPP</i> dengan lebih baik. | √ | | | |

Bacalah pernyataan- pernyataan di bawah ini dengan benar dan teliti. Ceklislah salah satu dari jawaban di bawah ini sesuai dengan yang anda rasakan dan lakukan:


| No | Pernyataan | Jawaban | | | |
|----|--|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam membuat <i>RPP</i> dengan lebih baik. | | | | |
| 2. | Sepengetahuan saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga memudahkan saya dalam mengajar | | | | |
| 3 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik | | | | |
| 4 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat membantu saya untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris | | | | |
| 5 | Menurut saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | | | | |
| 6 | Menurut saya, pengajaran daring melalui video | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | praktik mengajar yang diterapkan didalam program <i>PPL</i> daring dapat membantu melatih keterampilan bahasa inggris saya | | | | |
| 7 | Saya yakin, dengan adanya mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring | | | | |
| 8 | Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik | | | | |
| 9 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk menyampaikan materi secara efisien. | | | | |
| 10 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program <i>PPL</i> daring karena dapat memudahkan saya dalam memahami karakteristik peserta didik | | | | |
| 11 | Saya suka, mengajar dengan sistem daring yang diterapkan didalam program <i>PPL</i> daring karena dapat meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif | | | | |
| 12 | Saya suka, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi lebih efektif dengan peserta didik didalam kelas | | | | |
| 13 | Saya bersemangat, mengikuti pegajaran daring yang diterapkan dalam program <i>PPL</i> daring karena dapat membantu meningkatkan rasa percaya diri saya dalam berkomunikasi dengan peserta didik | | | | |
| 14 | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program <i>PPL</i> daring karena memudahkan saya untuk mengevaluasi pembelajaran peserta didik | | | | |
| 15 | Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program <i>PPL</i> daring karena dapat membantu saya dalam mengatur | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | waktu secara efektif. | | | | |
| 16 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring mengurangi keterampilan saya dalam membuat <i>RPP</i> dengan lebih baik | | | | |
| 17 | Sepengetahuan saya, pengajaran daring yang diterapkan didalam program <i>PPL</i> daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga menyulitkan saya dalam mengajar | | | | |
| 18 | Sepengetahuan saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring tidak dapat membantu saya untuk memahami berbagai metode mengajar dengan lebih baik | | | | |
| 19 | Sepengetahuan saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring membuat saya kesulitan untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris | | | | |
| 20 | Menurut saya, mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring tidak dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar | | | | |
| 21 | Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program <i>PPL</i> daring belum mampu melatih keterampilan bahasa Inggris saya | | | | |
| 22 | Saya ragu, dengan adanya pengajaran daring yang diterapkan dalam program <i>PPL</i> daring dapat meningkatkan kemampuan saya untuk berkomunikasi secara tertulis dengan lebih baik | | | | |
| 23 | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring menggunakan media pembelajaran WhatsApp karena membuat saya kesulitan untuk menyampaikan materi secara efisien | | | | |
| 24 | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring karena membuat saya kesulitan untuk memahami karakteristik peserta didik | | | | |
| 25 | Saya benci, mengajar dengan sistem daring yang diterapkan dalam program <i>PPL</i> daring | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | menggunakan media pembelajaran WhatsApp karena membuat saya kesulitan untuk berdiskusi secara efektif dengan peserta didik didalam kelas | | | | |
| 26 | Saya kurang bersemangat, mengikuti pengajaran daring yang diterapkan didalam program <i>PPL</i> daring karena melemahkan kepercayaan diri saya dalam berkomunikasi dengan peserta didik | | | | |
| 27 | Saya kurang bersemangat, mengikuti sistem mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring karena membuat saya kesulitan untuk mengevaluasi pembelajaran peserta didik | | | | |
| 28 | Saya kurang bersemangat, mengikuti sistem mengajar secara daring yang diterapkan dalam program <i>PPL</i> daring karena tidak dapat membantu saya dalam mengatur waktu secara efektif | | | | |

Appendix 10 the Sample of Questionnaire



Angket Persepsi Mahasiswa PPL Terhadap Pengajaran Daring

A. Pengantar
Angket ini hanya digunakan untuk kepentingan penelitian ilmiah. Pernyataan-pernyataan di bawah ini berhubungan dengan apa yang anda rasakan ketika mengajar daring dalam program PPL daring. Isilah angket ini apa adanya, bukan apa yang semestinya, sesuai dengan apa yang anda lakukan atau rasakan. Jawaban yang anda berikan dijamin kerahasiaannya. Atas bantuan dan kerjasama yang anda berikan saya ucapkan terima kasih.

B. Petunjuk Pengisian
Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda checklist (✓) pada setiap pilihan jawaban berikut:
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Email *

Teks jawaban panjang

Nama *

Teks jawaban singkat

NIM *

Teks jawaban singkat

1. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program PPL daring dapat meningkatkan keterampilan saya dalam membuat RPP dengan lebih baik *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

3. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program PPL daring dapat membantu saya untuk lebih memahami berbagai metode mengajar dengan lebih baik *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

4. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program PPL daring dapat membantu saya untuk memilih, membuat, dan menggunakan media yang tepat dalam mengajar bahasa Inggris *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

5. Menurut saya, mengajar secara daring yang diterapkan didalam program PPL daring dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

6. Menurut saya, pengajaran daring melalui video praktik mengajar yang diterapkan didalam program PPL daring dapat membantu melatih keterampilan bahasa Inggris saya *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

7. Saya yakin, dengan adanya mengajar secara daring yang diterapkan didalam program PPL daring dapat meningkatkan keterampilan saya dalam menggunakan berbagai media pembelajaran daring *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

8. Saya yakin, dengan adanya pengajaran daring yang diterapkan didalam program PPL daring dapat meningkatkan kemampuan komunikasi tertulis saya dengan lebih baik *

Sangat Setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

9. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program PPL daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk menyampaikan materi secara efisien. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program PPL daring karena dapat memudahkan saya dalam memahami karakteristik peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

11. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program PPL daring karena dapat meningkatkan keterampilan saya dalam membuat bahan ajar secara kreatif *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

12. Saya suka, mengajar dengan sistem daring yang diterapkan didalam program PPL daring menggunakan media pembelajaran WhatsApp karena dapat memudahkan saya untuk berdiskusi lebih efektif dengan peserta didik didalam kelas *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

13. Saya bersemangat, mengikuti pegajaran daring yang diterapkan didalam program PPL daring karena dapat membantu meningkatkan rasa percaya diri saya ketika berkomunikasi dengan peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

14. Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program PPL daring karena memudahkan saya untuk mengevaluasi pembelajaran peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

15. Saya bersemangat, mengikuti pengajaran daring yang diterapkan didalam program PPL daring karena dapat membantu saya dalam mengatur waktu secara efektif. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

16. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program PPL daring mengurangi keterampilan saya dalam membuat RPP dengan lebih baik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

17. Sepengetahuan saya, pengajaran daring yang diterapkan didalam program PPL daring dapat dilakukan dengan waktu dan tempat yang fleksibel sehingga menyulitkan saya dalam mengajar *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

18. Sepengetahuan saya, mengajar secara daring yang diterapkan didalam program PPL daring tidak dapat membantu saya untuk memahami berbagai metode mengajar dengan lebih baik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

19. Sepengetahuan saya, mengajar secara daring yang diterapkan didalam program PPL daring membuat saya kesulitan untuk memilih, membuat, dan menggunakan media yang tepat ketika mengajar bahasa Inggris *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

20. Menurut saya, mengajar secara daring yang diterapkan didalam program PPL daring tidak dapat meningkatkan keterampilan saya dalam membuat video praktik mengajar *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

21. Menurut saya, pengajaran daring *
melalui video praktik mengajar yang
diterapkan didalam program PPL
daring belum mampu melatih
keterampilan bahasa inggris saya

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

22. Saya ragu, dengan adanya *
pengajaran daring yang diterapkan
didalam program PPL daring dapat
meningkatkan kemampuan saya
untuk berkomunikasi secara tertulis
dengan lebih baik

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

23. Saya benci, mengajar dengan *
sistem daring yang diterapkan
didalam program PPL daring
menggunakan media pembelajaran
WhatsApp karena membuat saya
kesulitan untuk menyampaikan materi
secara efisien

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

24. Saya benci, mengajar dengan *
sistem daring yang diterapkan
didalam program PPL daring karena
membuat saya kesulitan untuk
memahami karakteristik peserta didik

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

25. Saya benci, mengajar dengan *
sistem daring yang diterapkan
didalam program PPL daring
menggunakan media pembelajaran
WhatsApp karena membuat saya
kesulitan untuk berdiskusi secara
efektif dengan peserta didik di kelas

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

26. Saya kurang bersemangat, *
mengikuti pengajaran daring yang
diterapkan didalam program PPL
daring karena melemahkan
kepercayaan diri saya dalam
berkomunikasi dengan peserta didik

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

27. Saya kurang bersemangat, *
mengikuti sistem mengajar secara
daring yang diterapkan didalam
program PPL daring karena membuat
saya kesulitan untuk mengevaluasi
pembelajaran peserta didik

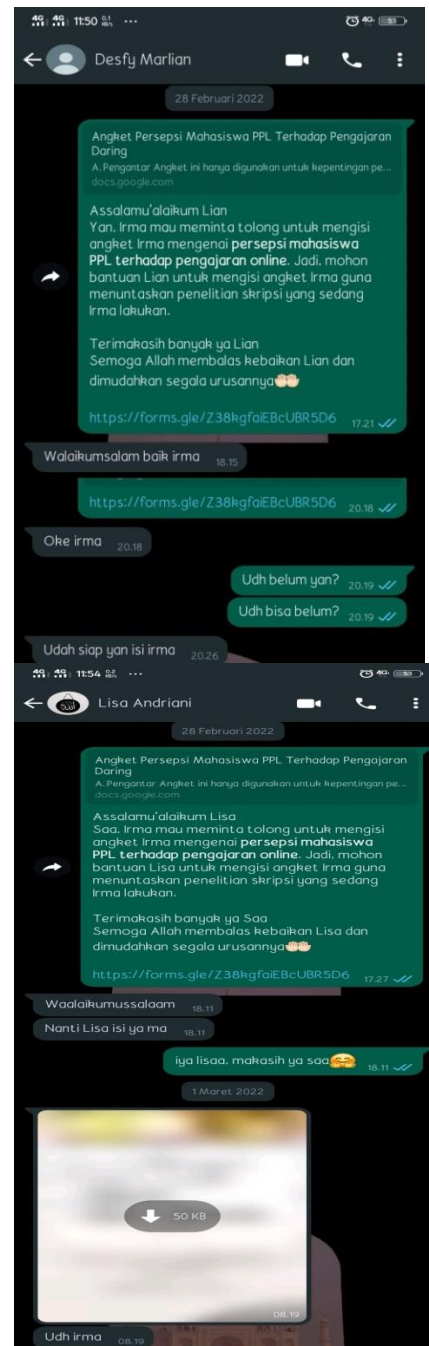
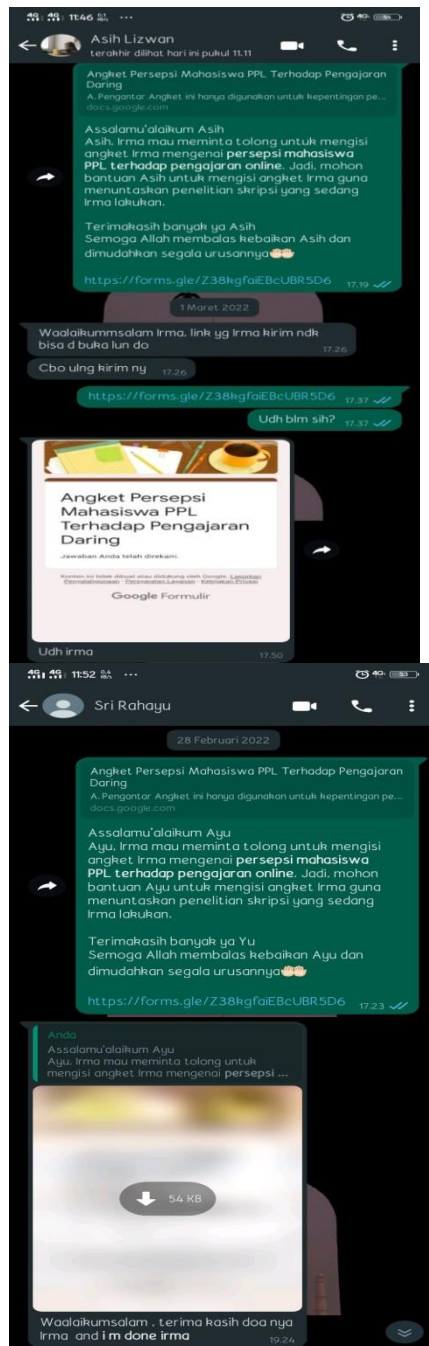
- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

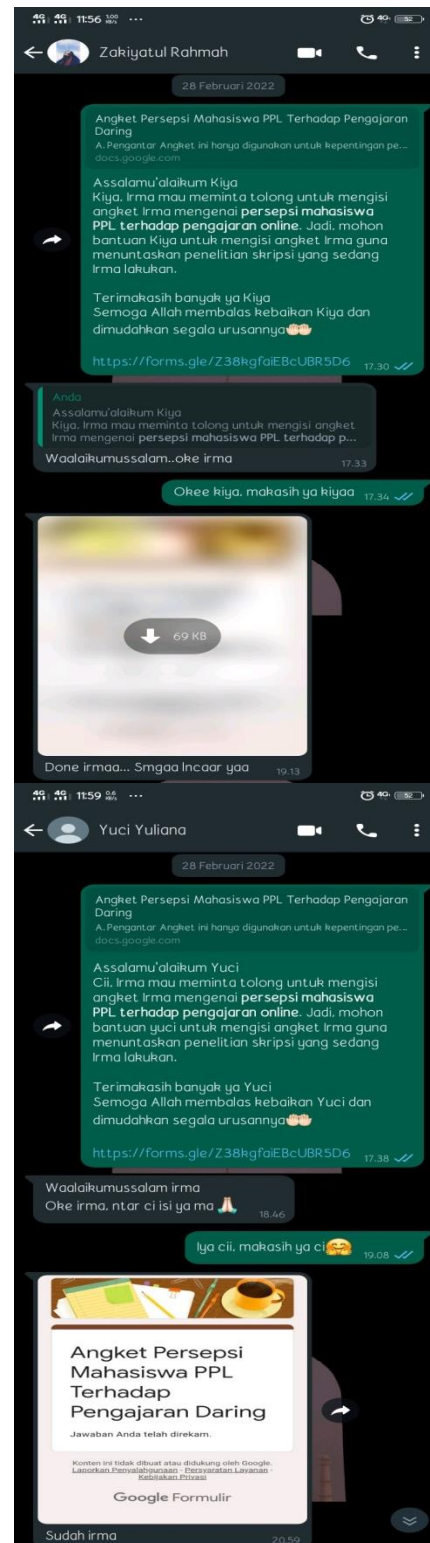
28. Saya kurang bersemangat, *
mengikuti sistem mengajar secara
daring yang diterapkan didalam
program PPL daring karena tidak
dapat membantu saya dalam
mengatur waktu secara efektif

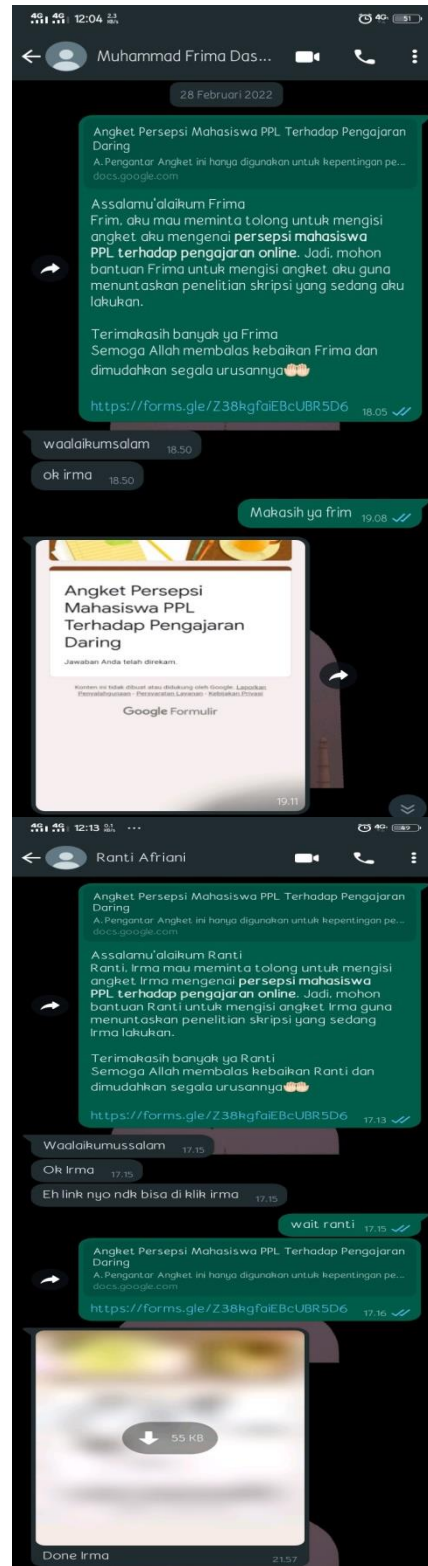
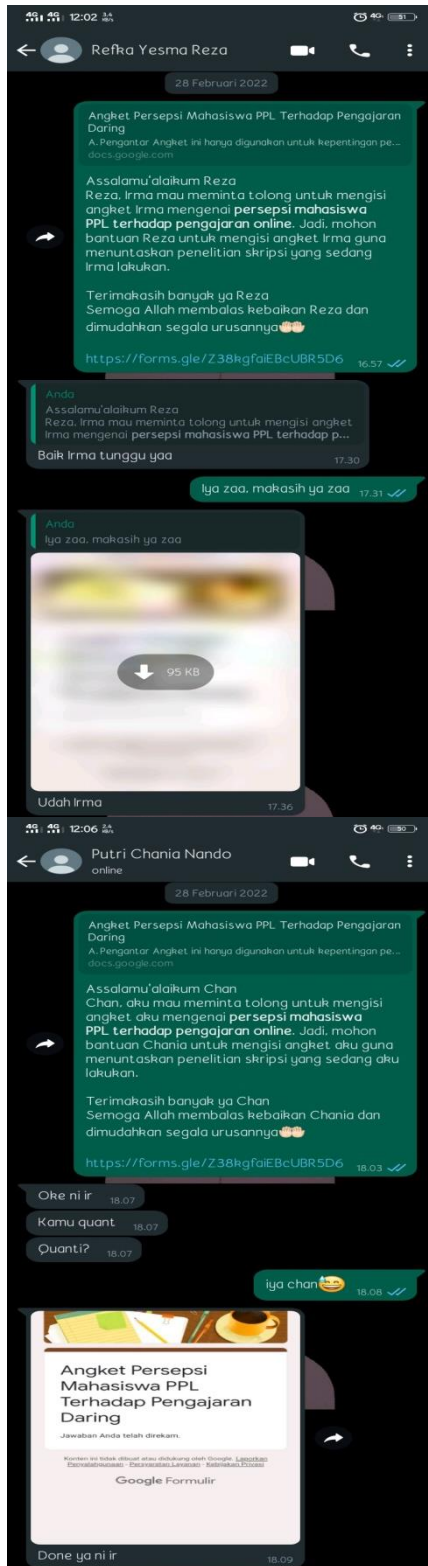
- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

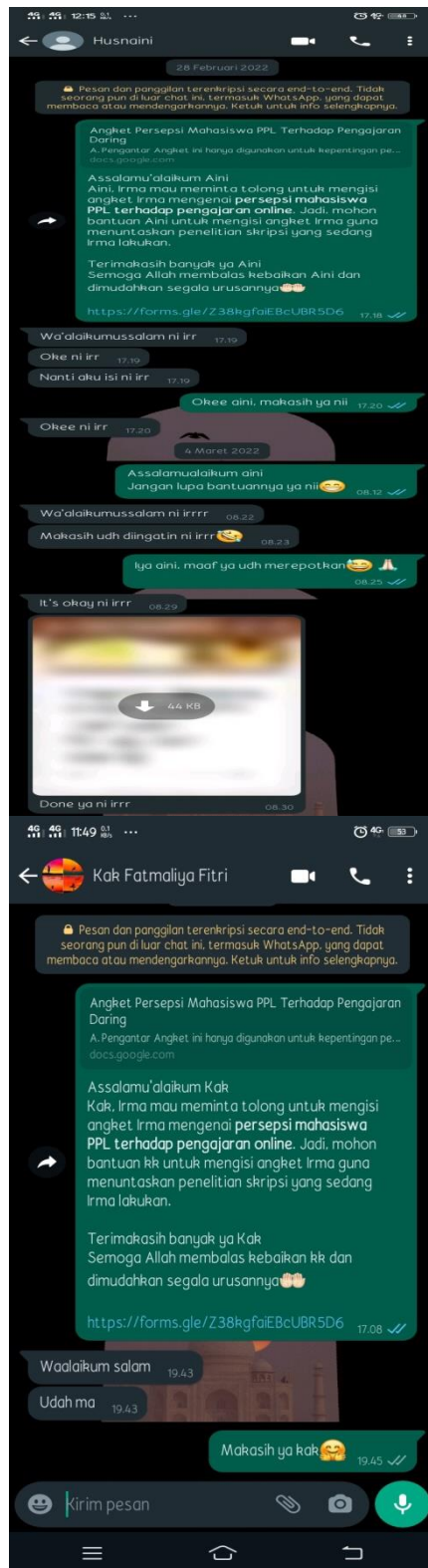
Appendix 11 Respondent's Documentation as a Research Sample

DOKUMENTASI PESERTA SAMPEL PENELITIAN PENGISI ANGKET MAHASISWA TBI PPL TAHUN PELAJARAN 2021/2022









Appendix 12 Result of Questionnaire Items for Cognitive Components

Result of Questionnaire Items for Cognitive Components

| No. | No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total | |
|-----|-------------|---------|---|---|---|---|---|---|---|----|----|----|----|----|----|----|-------|------|
| | | NO ITEM | | | | | | | | | | | | | | | | |
| No. | Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | |
| 1 | 1 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 49 | |
| 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 40 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 | |
| 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 2 | 48 | |
| 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 40 | |
| 6 | 6 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 40 | |
| 7 | 7 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 38 | |
| 8 | 8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 38 | |
| 9 | 9 | 2 | 3 | 2 | 2 | 4 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 35 | |
| 10 | 10 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 55 | |
| 11 | 11 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 45 | |
| 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 38 | |
| 13 | 13 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 38 | |
| 14 | 14 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 40 | |
| 15 | 15 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 38 | |
| 16 | 16 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 | |
| 17 | 17 | 2 | 2 | 4 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 44 | |
| 18 | 18 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 38 | |
| 19 | 19 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 39 | |
| 20 | 20 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 38 | |
| 21 | 21 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 42 | |
| 22 | 22 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 42 | |
| 23 | 23 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 | |
| 24 | 24 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 41 | |
| 25 | 25 | 1 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 35 | |
| 26 | 26 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 35 | |
| 27 | 27 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 42 | |
| 28 | 28 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 | |
| 29 | 29 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 46 | |
| 30 | 30 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 38 | |
| | | Jumlah | | | | | | | | | | | | | | | | 1242 |

Appendix 13 Result of Questionnaire Items for Affective Components

Result of Questionnaire Items for Affective Components

| No. | Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
|-----------|-------------|----------------|---|---|---|---|---|---|-------|
| | | NO ITEM | | | | | | | |
| 1 | 1 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 12 |
| 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 17 |
| 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 26 |
| 4 | 4 | 4 | 2 | 3 | 4 | 3 | 3 | 3 | 22 |
| 5 | 5 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 15 |
| 6 | 6 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 20 |
| 7 | 7 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 14 |
| 8 | 8 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 20 |
| 9 | 9 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 8 |
| 10 | 10 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 22 |
| 11 | 11 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 20 |
| 12 | 12 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 18 |
| 13 | 13 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 18 |
| 14 | 14 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 21 |
| 15 | 15 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 16 |
| 16 | 16 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 19 |
| 17 | 17 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 18 |
| 18 | 18 | 2 | 2 | 4 | 1 | 2 | 3 | 2 | 16 |
| 19 | 19 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 20 |
| 20 | 20 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 14 |
| 21 | 21 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 18 |
| 22 | 22 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 18 |
| 23 | 23 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 19 |
| 24 | 24 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 15 |
| 25 | 25 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 12 |
| 26 | 26 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 14 |
| 27 | 27 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 12 |
| 28 | 28 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 21 |
| 29 | 29 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 24 |
| 30 | 30 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 15 |
| | | Jumlah | | | | | | | 524 |

Appendix 14 Result of Questionnaire Items for Conative Components

| No. | | 1 | 2 | 3 | 4 | 5 | 6 | |
|--------|-------------|---------|----|----|----|----|----|-------|
| | | NO ITEM | | | | | | |
| No. | Respondents | 13 | 14 | 15 | 26 | 27 | 28 | Total |
| 1 | 1 | 3 | 2 | 3 | 3 | 1 | 2 | 14 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 18 |
| 5 | 5 | 2 | 2 | 2 | 3 | 2 | 3 | 14 |
| 6 | 6 | 3 | 3 | 3 | 2 | 2 | 3 | 16 |
| 7 | 7 | 2 | 2 | 2 | 2 | 2 | 3 | 13 |
| 8 | 8 | 3 | 3 | 3 | 2 | 2 | 2 | 15 |
| 9 | 9 | 3 | 1 | 1 | 1 | 1 | 1 | 8 |
| 10 | 10 | 3 | 3 | 4 | 3 | 3 | 4 | 20 |
| 11 | 11 | 3 | 3 | 3 | 2 | 2 | 2 | 15 |
| 12 | 12 | 3 | 3 | 3 | 2 | 2 | 2 | 15 |
| 13 | 13 | 3 | 3 | 3 | 2 | 2 | 2 | 15 |
| 14 | 14 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 15 | 15 | 3 | 3 | 2 | 3 | 3 | 3 | 17 |
| 16 | 16 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 17 | 17 | 2 | 2 | 3 | 3 | 2 | 4 | 16 |
| 18 | 18 | 4 | 4 | 3 | 2 | 3 | 2 | 18 |
| 19 | 19 | 3 | 3 | 3 | 2 | 2 | 3 | 16 |
| 20 | 20 | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 21 | 21 | 3 | 2 | 2 | 4 | 3 | 3 | 17 |
| 22 | 22 | 3 | 3 | 2 | 3 | 3 | 3 | 17 |
| 23 | 23 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 24 | 24 | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 25 | 25 | 2 | 2 | 2 | 3 | 2 | 2 | 13 |
| 26 | 26 | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| 27 | 27 | 3 | 3 | 3 | 3 | 2 | 3 | 17 |
| 28 | 28 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 29 | 29 | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 30 | 30 | 3 | 2 | 2 | 3 | 2 | 3 | 15 |
| Jumlah | | | | | | | | 465 |

Appendix 15 Frequency of Questionnaire Item for Cognitive Components

Frequency of Questionnaire Item for Cognitive Components

TOTAL

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 35 | 3 | 10.0 | 10.0 | 10.0 |
| 38 | 8 | 26.7 | 26.7 | 36.7 |
| 39 | 1 | 3.3 | 3.3 | 40.0 |
| 40 | 4 | 13.3 | 13.3 | 53.3 |
| 41 | 1 | 3.3 | 3.3 | 56.7 |
| 42 | 3 | 10.0 | 10.0 | 66.7 |
| 44 | 1 | 3.3 | 3.3 | 70.0 |
| 45 | 5 | 16.7 | 16.7 | 86.7 |
| 46 | 1 | 3.3 | 3.3 | 90.0 |
| 48 | 1 | 3.3 | 3.3 | 93.3 |
| 49 | 1 | 3.3 | 3.3 | 96.7 |
| 55 | 1 | 3.3 | 3.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

Appendix 16 Frequency of Questionnaire Item for Affective Components

Frequency of Questionnaire Item for Affective Components

TOTAL

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 8 | 1 | 3.3 | 3.3 | 3.3 |
| 12 | 3 | 10.0 | 10.0 | 13.3 |
| 14 | 3 | 10.0 | 10.0 | 23.3 |
| 15 | 3 | 10.0 | 10.0 | 33.3 |
| 16 | 2 | 6.7 | 6.7 | 40.0 |
| 17 | 1 | 3.3 | 3.3 | 43.3 |
| 18 | 5 | 16.7 | 16.7 | 60.0 |
| 19 | 2 | 6.7 | 6.7 | 66.7 |
| 20 | 4 | 13.3 | 13.3 | 80.0 |
| 21 | 2 | 6.7 | 6.7 | 86.7 |
| 22 | 2 | 6.7 | 6.7 | 93.3 |
| 24 | 1 | 3.3 | 3.3 | 96.7 |
| 26 | 1 | 3.3 | 3.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

Appendix 17 Frequency of Questionnaire Item for Conative Components

Frequency of Questionnaire Item for Conative Components

TOTAL

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 8 | 1 | 3.3 | 3.3 | 3.3 |
| 12 | 4 | 13.3 | 13.3 | 16.7 |
| 13 | 2 | 6.7 | 6.7 | 23.3 |
| 14 | 2 | 6.7 | 6.7 | 30.0 |
| 15 | 5 | 16.7 | 16.7 | 46.7 |
| 16 | 3 | 10.0 | 10.0 | 56.7 |
| 17 | 4 | 13.3 | 13.3 | 70.0 |
| 18 | 8 | 26.7 | 26.7 | 96.7 |
| 20 | 1 | 3.3 | 3.3 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |