The Effect of Sprint Learning Model on Students' Learning Outcomes in the Microteaching Course FKIP Asahan University

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Abstract. The aim of this research was to determine the effect of SPRINT learning model on students' learning outcomes in microteaching course at FKIP Asahan University. This research was an experimental research with a Pretest-Posttest control group design. The research population was 180 eighth semester students of FKIP. VI A was the control class taught with Direct Interaction model and VI B was the experimental class taught with SPRINT learning model. Based on the results of the t-test, the summarized research product obtained a sig.value, namely 0.01 < 0.05, so H0 was rejected and Ha was accepted. Based on data analysis, it was found that there was an influence of SPRINT model on students' learning outcomes in microteaching course at FKIP Asahan University.

Keywords: Learning Outcomes, SPRINT Learning Model, Microteaching.

1 Introduction

In professional teaching practice where it is necessary to understand what students see, hear, and experience, a person must be able to reflect on this practice as a reflexive measure to measure the capacity and willingness of students as a teaching experience and the formation of earlier understanding so that it is useful to analyze it from various teaching perspectives [1] . The concept of *microteaching* has become an everyday language, which means the appearance of lecturers delivering lectures to groups of students in a short time and receiving feedback [2]. Learning in *microteaching* has a direct role, especially in terms of the impact on individual teaching practices and how students develop and convey teaching skills through potential collaboration with peers [3]. As a prospective professional teacher, forming effective leadership can build organizational commitment in the classroom well, make a positive contribution to the school.

Microteaching learning is skills learning which is a training method designed in such a way as to improve prospective teachers' teaching skills and develop teachers' professional experience, especially basic teaching skills in a very short time duration [4]. According to [5] basic teaching skills are the teacher's ability to carry out the teaching profession in carrying out duties, roles, and responsibilities. In line with this, based on research conducted [6] it was revealed that to carry out teaching duties well, prospective teachers must have 10 basic teaching skills including the skills to open lessons, motivate, ask questions, explain, utilize media, use appropriate methods, variations, verbal and non-verbal performances, exploration and closing the lesson [7] .

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However, in reality, in the practice *of microteaching,* several empirical facts are still found which are problematic, especially at the research location. The model currently used in microteaching courses is a simple syntax, namely starting from orientation*,* teaching practice (*drill*), and closing *with a direct* learning model that emphasizes delivering material, in general, using verbal language [8] Currently there are still lecturers who only teach one or two basic teaching skills out of the 10 basic teaching skills and there are those who don't do it at all but go straight to teaching practice without introducing students to the concept of basic teaching skills.

Some previous research in the field of *microteaching* discusses the teaching methods used by lecturers in teaching basic teaching skills to students as prospective teachers carried out [9], [10] and [11] This research has proven that *microteaching* learning created in the learning process can be well received by students by exploring the *microteaching model* with a practical approach based on *experiential learning* through group modeling roles starting from planning, teaching process, class management, and evaluation. However, this research has not shown a comprehensive *microteaching* learning syntax that can increase teachers' self-confidence and professionalism in teaching and has not utilized other media as elaboration.

Research related to *microteaching* learning models taught to students Teacher training and educational science are also still very limited. In connection with this reality, this research and development focuses on an alternative learning model that is thought to be able to improve knowledge formation and improve students' basic teaching skills. through the development of *microteaching learning models* to improve basic teaching competencies.

2 Methods

This research uses a type of research *and development*. This research is divided into three stages, namely 1) *Preliminary Study*, the results of this stage are obtaining field data from *microteaching lectures* which include profiles of research settings, lecturers, curriculum implementation, student characteristics, evaluations used, student perceptions of teaching materials and needs. Study. 2) *Model Development*, at this stage the researcher develops the draft model until testing or validating it. The validation carried out is internal validation of the model through expert validation, individual tests, and group tests. 3) *Model Testing*, Through this trial stage, it is hoped that suggestions, criticism, and assessments will be obtained regarding the feasibility of the development product. The results of field trials are used as material for operational product improvements. Revisions or improvements produce a final product (*final product revision*). The place of research was carried out at the Faculty of Teacher Training and Education (FKIP) Asahan University. Research time during the even semester of the 2022/2023 Academic Year. The data analysis technique used is descriptive qualitative and quantitative data.

3 Results and Discussion

The research findings obtained in the field are then described so that results can be formulated. Concerning existing problems. through the development of *microteaching learning models* to improve basic teaching competencies**.** SPRINT learning model design in *microteaching learning* with six stages of learning activities, namely: 1) *Start clear goals and objectives, 2) Provide elaboration and context, 3) Reinforce key concepts and principles, 4) Illustrate the syntax through modeling 5) Nurture understanding through guided practice, 6) Test and evaluate progress and*

feedback. The SPRINT model design was then validated. The SPRINT learning model design was validated. The validity of the instrument based on V Aikens calculations.

Based on the product validation results, the average validation value percentage obtained means that the SPRINT model meets the valid criteria and is categorized as very feasible. After then, it is used in lectures. Implementing research products in the classroom is one of the tasks done during the implementation stage to gauge their viability and efficacy. Because the learning model syntax and SPRINT are relevant to the scenario learning described in textbooks, lecturer guidebooks, and student guidebooks, the products used by lecturers and students fall into the very appropriate category based on the magnitude of the TCR criteria from responses to those products.

The purpose of the effectiveness test was to determine whether employing the SPRINT learning model during the learning process improved student learning results. The findings of the needs analysis that researchers acquired from students' responses to questionnaires on their cognitive, psychomotor, and affective skills in microteaching courses will be explained here. The experimental class's average student scores appear to differ significantly from the control class's. The following test does an independent sample t-test with SPSS to determine whether there are significant differences. In order to arrive at the conclusion that H0 is rejected and Haa is accepted, the t-test findings are utilized to identify disparities in the data under analysis. The results obtained are as in Table 9. following:

Table 1. Summary of Research Product Effectiveness

Assessment Aspects	Sig.		Information
	Limited trial	Expanded trials	
Cognitive	0.045	0.00	H_0 is rejected and Ha_{is} accepted (effective)
Affective	0.01	0.00	H_0 is rejected and Ha_{is} accepted (effective)
Psychomotor	0.003	0.00	H_0 is rejected and Ha_{is} accepted (effective)

Based on the findings of efficacy tests for research products, which are presented in Table 9. The effectiveness of the study product is indicated by the mperol e h sig.value in the t-test being less than 0.05. This is supported by the t-test results, which indicated that students in the experimental class outperformed those in the control group in terms of their cognitive, psychomotor, and affective scores.

Following the validation and efficacy of the four goods, the research products are then applied to users, specifically students and lecturers. Feasibility tests and effectiveness tests are the two categories of tests that are conducted during the implementation phase. Data from assessment questionnaires about each product's suitability is analyzed as part of the feasibility testing process. This test was conducted using the TCR formula to ascertain the research product's degree of feasibility. Limited and expanded trials are used to use research products in the learning process. Therefore, the respondents for the product feasibility are students and instructors who use the research goods. Considering how high the TCR criteria were in the feasibility test, which is in the very feasible category, the research product is declared suitable for application in *microteaching learning.*

The four research products' feasibility test results demonstrate how well-suited they are for use in the educational process. Therefore, it can be said that the SPRINT learning paradigm is valid, feasible, and effective.

4 Conclusion

The syntax of SPRINT learning model has 6 (six) steps, namely: 1) *Start clear goals and objectives*, 2) *Provide elaboration and context*, 3) *Reinforce key concepts and principles*, 4) *Illustrate the syntax through modeling*, 5) *Nurture understanding through guided practice* and 6) *Test and evaluate progress and feedback*. At each step of the SPRINT learning model, there are social elements that occur during the learning process, namely the creation of interactions between students, as well as interactions between lecturers and students. The results of the effectiveness test of the SPRINT learning model show that the criteria are effectively used. The four research products' feasibility test results demonstrate how well-suited they are for use in the educational process. Therefore, it can be said that the SPRINT learning paradigm is valid, feasible, and effective.

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