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## THE QUALITY OF TEACHING AND LEARNING PROCESS REFLECTED FROM STUDENTS' CREATIVITY ON MICRO TEACHING SUBJECT

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### Abstract

This research is intended to see students' creativity level on microteaching subject of Islamic Education Major Program Faculty of Tarbiyah and Teachers' Training of IAIN Surakarta in 2015. This research was descriptive. The 6<sup>th</sup> semester students of Islamic Education Major Program were the participants of this research in micro teaching class. Interview and document were used as the instruments with the microteaching lecturer as the informant. Interactive analysis was applied for data analysis. The results show that the quality of students' creativity in developing lesson plan as follows: (1)The lesson plan (RPP) developed before teaching improves learning quality (2)the interactive activities mentioned in the lesson plan (RPP) contain the learning strategies and facilities encouraging teaching and learning process (3)learning goals were achieved during the teaching and learning process. (4)the learning techniques is associated with the component of instructional system (5)teaching media was used to conduct conducive learning situation (6)some contents emphasized in the lesson plan (RPP) were suitable with the instructions existed in course book and curriculum (7)some specific activities done by the students in the learning process are their ways to master the materials they taught (8)The learning focus is emphasized on PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) and on evaluation to check the result, process, and comprehensible instruction.

**Keywords:** the quality of teaching and learning process; students' creativity on developing lesson plan

### Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kreatifitas siswa pada pembelajaran micro teaching pada jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta tahun 2015. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Populasi dalam penelitian ini adalah mahasiswa mata kuliah micro teaching semester VI. Instrumen penelitian yang digunakan adalah wawancara dan dokumen yang mana dosen mata kuliah tersebut menjadi informan penelitian. Hasil penelitian menunjukkan bahwa kreatifitas para siswa pada matakuliah micro teaching sebagai berikut: 1)Pembuatan RPP dapat meningkatkan kualitas pembelajaran. 2)kegiatan interaktif yang tertera dalam RPP berisi langkah-langkah strategi pembelajaran interaktif dan fasilitas yang mendukung proses belajar mengajar; 3)tujuan didapatkan dalam proses belajar mengajar. 4)teknik pembelajaran dilakukan dan disesuaikan dengan kandungan dari sistem instruksional. 5)penggunaan media ajar kondusif. 6)penekanan yang dipaparkan dalam RPP disesuaikan dengan instruksi yang ada dalam buku dan kurikulum. 7)hal-hal spesifik yang dilakukan para mahasiswa dalam proses pembelajaran merupakan strategi untuk menguasai materi yang akan diajarkan. 8)fokus dalam pembelajaran ditekankan pada PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan) dan evaluasi untuk mengetahui hasil, proses, dan instruksi yang komprehensif.

**Kata kunci:** kualitas proses belajar mengajar; kreatifitas siswa dalam membuat RPP

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## Introduction

The quality of education is not only determined by educational institution but also the involvement of all parties, including family and society. Those parties (institution, family, and society) become three education centers. Thus, the quality of graduate students need to be prepared to meet all those three parties' expectation. Sagala (2009: 17) portrays that education quality is not only assigned by educational institutions, but also society's view and expectation that tend to evolve in line with the progress of time. In this trend, the public assessment of the quality of graduate students constantly evolving. Hence, educational institutions need to continuously improve the quality of graduate students, including the graduates of Faculty of Tarbiyah and Teachers' training through micro teaching subject as a way to prepare the students to be skillful graduates in teaching practices. It was reported through some observations from the informants, the teachers of SMAN Kartosuro, regarding the teaching practice of Islamic Education Department students that considered having lack of mastery in teaching practices reflected from their ways of choosing less appropriate teaching methods. Moreover, the lack of skill at developing lesson plan and using instructional media also become a consideration for all educational stakeholders to notice. To minimize these problematic teaching practices, the faculty can improve the training teachers' teaching skill through micro teaching subject. This subject is aimed at developing training teacher' creativity in teaching.

The quality of teaching and learning process constitutes the beginning to achieve learning result of qualified education. Thus, it is necessary to conduct learning revolution. Rohmat (2015: 89) explains that learning revolution eliminates passive learning, removes static learning, erases monotone learning, decreases conventional

learning, and also avoids verbalism learning. Therefore, the quality of teaching and learning process is hopefully implemented in a planned, purposeful, directed, and controlled way. One of the phenomena to improve the quality of teaching and learning process, the teacher needs to do a qualified instructional design as well. Degeng (1993: 12) states that learning design is emphasized on the effort to increase the quality of education. A well-prepared design by the learner is expected to result product (graduate learners) optimally (Rohmat, 2014: 40).

The expected quality of teaching and learning process done by the teacher does not transfer the curricular message, provides skills and presents attitude of the completion of the lesson material. Furthermore, creating qualified teaching and learning process is demanded for the teacher. Thus, it is necessary to improve the role of teachers. Rohmat (2015: 85) states that a study conducted by the teacher takes place in a planned, directed, controlled and measured circumstances is learning activity for the lessons and for themselves.

The learning undertaken by teachers is oriented to improve the quality of teaching and learning process. Thus, the teacher has an opportunity to develop instructional design with probabilities of various learning models. Each model of learning emphasizes on certain aspects. Even on a learning model, each also allows the emergence of advantages and disadvantages. Those learning models revealed by Sugiyanto (2008: 8) point out contextual learning, cooperative learning, quantum learning, integrated learning and problem-based learning.

Those learning models are possible to realize the quality of teaching and learning process. However, the teacher-centered learning approach needs to be avoided. On the other hand, the student-centered learning approach of direct activities corresponds with the interests and

desire is continuously developed (Dosowarso, 2014: 98).

Learning development relies on the development of potential learners having the opportunity of qualified teaching and learning process. Indeed, this should be noticed by the teachers. However, there will be any problems regarding the learning itself. Yudhi Munadi (2013: 4) elaborates the problems of learning are complex that many factors may influence them. Moreover, it is revealed that the learning results the change of students' attitude.

A student who is ready to receive curricular messages, is a direct learning experience had by the teacher. Asyhar (2012: 16) argues that students need to be equipped with a variety of learning experiences that come from varied learning resources. Munandar (1999: 79) emphasizes that creative learning does not arise by chance, but it requires preparation, including setting up a classroom environment that stimulates creative learning.

Students do not only receive lessons from a teacher, but also they respond to the teaching and learning process conducted by. Thus, the teacher should understand students' characteristics. When learning materials are well-delivered during the teaching and learning process, the students do not only acquire knowledge, skills and attitudes, but they also raise psychological aspects such as the emergence of the phenomena of critical thinking, strengthening encouragement, creativity, dynamic, and politeness in the skill implementation. From these phenomena, the teachers need to promote active, innovative, and fun learning. This gives a chance for the students to practice their skills creatively, including in micro teaching (MT) subject.

Students' appreciation on MT subject is the embodiment of the learning experience gained when students attend classes. Thus, this fact

shows that it is a necessary for teachers to design teaching and learning activities that had been described in lesson plan. Then, the implementation of teaching and learning process is done by the design control. The quality of teaching and learning process could be indirectly observed from its planning. Its implementation is a real form of classroom learning. This is a manifestation of the quality of teaching and learning process that can be achieved, and have a strong proclivity to be appreciated by the learners in their skill. It is likewise the learners' creativity in the subject of MT.

In learning MT subject, the students apply their learning experience agreed by the teacher. The students practice what their teacher given in MT subject. The subject of MT is the real application of learners' learning experience starting from lesson plan, selection of learning design, learning environment, and understanding of the learners' characteristics.

The learners' experience in MT subject is reflected from their creativity at designing the lesson plan, selecting the learning model, mastering the curricular message, understanding learners' characteristic, creating the learning condition, and learning orientation. In fact, learning experience symptoms are found in MT subject that has not demonstrated development creativity of qualified teaching and learning process. Furthermore, in terms of the learners' creativity, MT subject is a product of quality of teaching and learning process given by the teacher. However, this subject also fails to demonstrate the maintaining of the quality of teaching and learning process.

Regarding to above explanation, it is necessary to do research on the quality of Teaching and Learning Process viewed from students' creativity on microteaching subject of Islamic Education major of English Teaching and Training Faculty of IAIN Surakarta in

2015. This research is intended to find out information about maintained teaching and learning quality reflected from students' creativity on microteaching subject of Islamic Education Program of English Teaching and Training Faculty of IAIN Surakarta in 2015.

## The Quality of Teaching and Learning

### Process

#### Defining Quality

The word 'quality' is derived from English word 'quality', (Peter Salim, 1991:15-50; Saodah Nasution, 1990: 201). In Indonesian, the word 'quality' means the condition of something, either bad or good (W.J.S. Poerwadarminto, 1976:545). Quality is a way to determine whether a product meets the standard (Edward Sallis, 2008: 53). Quality is dynamic state associated with products, services, people, processes, and environments that meet customer needs and expectations and help produce superior value (David L. Goetsch dan Stanley Davis, 2006: 4).

When this term is developed in the teaching and learning process, it can be understood that quality is defined as good and bad situation. Moreover, the definition of quality relating to teaching and learning process is a notification for the quality of teaching and learning process. In this research, quality is defined as both good and bad teaching and learning process conducted by the teachers.

The quality of teaching and learning process is determined by teachers' way in handling the class, so it is done by the teacher. It is the teacher's role to conduct quality of teaching and learning process. Furthermore, teachers should be well-prepared for teaching and learning process. There are eight elements to improve the quality of teaching and learning process; they are (1) preparing the instructional design such as

lesson plan; Dengeng (1993: 12) suggested to use instructional materials to improve the quality of teaching and learning process, (2) implementing all the content of the lesson plan having prepared before teaching, (3) setting the objective of learning; all teaching and learning process should have an orientation to achieve learning goals, Dick and Carey (1990: 12). It is also well presented by Gagne (1988: 139) that setting the learning goals is one of the most important steps to do in designing learning instruction, (4) Realizing that there is no the best teaching technique, it is rather on the needs. AECT (1977: 9) explained that technique is a routine procedure models for using materials, devices, settings, and people to transmit messages. (5) Being clear in using the instructional materials and media during teaching and learning process, Romiszowski (1988: 1) stated that media and materials should be selected and used due to they are available, (6) using a course book is very important for students in micro teaching, in which it is a subject followed to develop life skill in teaching and learning process, (7) being a participant or student of micro teaching class; students who participate micro teaching subject can improve their creativity in teaching, and (8) monitoring and evaluating the student to know whether the goals are achieved.

#### Education quality

Education requires an operational revealed with learning/teaching. Learning quality reflects education quality. Historically, education quality was new in 1980. Some efforts of reorganization towards working practices with the quality concept has been adopted by several American universities and several other higher educations in the UK (Sallis, 2008: 43). Quality was developed previously in industrial environments. Its developments in United States and Britain have shown in education adopting the quality

movement. Furthermore, for other countries, including Indonesia, are very concerned on it. Similarly, this research focuses on the studies of the quality of teaching and learning process.

## Teaching and Learning

### Hierarchy of Teaching and Learning

Learning is not just in mind, but the whole body and soul follow to take part in learning. Thus, learning is not enough to have just knowledge but it needs to rise a real personality. Meanwhile, teaching is not only “transfer of knowledge”, but it is also to create high manner students. Hence, teaching does not only convey a message that is an understanding of learning as knowledge (cognitive) but it also provides skill for learners to develop their creativity and to complete with affection to have good behavior.

Attention in teaching is the learners’ learning in a process of behavior, reaction to understand due to experiences which is the interaction between the individual with the environment, including the process of interaction between teachers with learners in learning activities, then there is a change of behavior, as expected (Rohmat, 2000: 6-7).

Teaching does not only represents curriculum materials, but it also supports the development of learners’ potential. The learners should be focused on the building character, capability, and achievement. As stated by Rohmat (2015:88), learning message is the behavior of personalities that make up the character building, capability, and achievement with quality of service including qualified products. Therefore, the quality of teaching and learning process creates learners’ soul and personality, instead of making full their brain with knowledge, but neglecting the attitude. It is better that learning to increase manner. In other words, the quality of teaching and learning process constitutes learners’ intellectual.

### Purposes of Teaching and Learning

Setting purposes of learning before conducting the study will give preliminary information of intended result. Indeed, the learners are not directed to gain unnecessary materials, so the learners can be more focused on the goals in any subjects in teaching and learning process. As stated by Kibbler, Basset and Byers (1976), noticing the students the learning purpose before conducting study can significantly improve the learning results.

### Definition of Teaching and Learning Process

Learning can be defined as every change in behavior which is relatively constant and considered as a result of practice or experience. This definition covers three elements: (1) learning is the change of attitude; (2) the change emerges due to practice or experience; and (3) before considered as learning, that change must be permanent and long lasting (Morgan, et.al, 1986). Moreover, teaching is professional activity that requires high skill and covers decision-making (Davies, 1971).

Teaching and learning as described above, are developed in teaching and learning process. The quality of teaching and learning process is continuously maintained by the teacher having wider chance as expected, both for their self, the learners, institution, nation, and religion.

### Qualified Teaching and Learning Process

The quality of teaching and learning process is teachers’ decision to do, meaning that the successful of the teaching and learning process is determine by teachers’ role. Teachers are the director or the manager of the classroom, so they decide what to do and how the class will be run. To be a professional teachers, some steps should be carefully noticed before teaching like having some preparations to obtain qualified teaching and learning process. There are eight elements as

the indicators to develop the quality of teaching and learning process. The major step to do is preparing the instructional design. Instructional design is a design of Dick and Carrey (1990) in developing the lesson plan and syllabus design. This design consist of five steps starting from identifying students' needs, designing learning outcomes and objectives, developing some strategies to achieve the outcomes, implementing the lesson plan, and evaluating the process. These steps of instructional design are the first five of the successful elements to qualified teaching learning process. First, identifying students' needs is very critical because teachers should be able to consider students' competence before designing the lesson plans and deciding certain techniques in teaching. Methods, techniques, and objectives should appropriate to the students' needs. Second, designing the syllabus and lesson plan comes after knowing the students' needs. This needs to be conducted before learning to create effective learning and there something to be obtained from the learning process. Thus, setting learning goals or objectives is needed for the worthiness of the learning process. Third, developing the instructional strategies comes after needs and objectives. In this step, teachers should decide certain methods, techniques, learning media, and classroom management to facilitate the students in achieving the learning outcomes. However, one thing to remember there is no best methods, techniques, media, or kinds of classroom management; the best one is the one that fit the students' needs. Fourth, after designing the lesson plan, teachers need to apply the lesson plan into real life teaching situation to know whether it is applicable. This step is aimed at knowing the strength and the weaknesses of the lesson plan that later the teacher can refer to. Fifth, evaluating the lesson plan is the last step of instructional design; it needs to be carried out to know if the desired learning process is achieved.

Sixth, course book is needed for students to refer to in teaching practices on microteaching subject. The need for students on course book in order to create a learning materials which correspond to the curriculum content and values. Seventh, having a teaching practice such as microteaching to train students' skill in teaching becomes one of the ways to improve creativity. Creativity in developing or conducting learning materials determine the quality of education. And the last, monitoring and evaluating students' teaching practices are the lectures role to know if the students are skillful teacher trainers as one of ways to improve the quality of graduates' competence in teaching.

To achieve qualified graduate students in teaching practices, the most crucial way is by improving the quality of teaching and learning process. The first and primary thing toward the quality of teaching and learning process, the teachers should arrange the lesson plan in detail and systematic, including the implementation of the lesson plan. Suhardjono, et al (1995: 12) argues that the better learning design implementation is, the more improves the quality of teaching and learning process will be.

As stated by Soekartawi, et al (1995:7), the quality of graduate student relies on teaching and learning process. This process also relies on students' quality and role and the education facilities and infrastructure as well. Furthermore, learning media is an important element in the quality of teaching and learning process (T.Hartono, 1995:10). Indeed, Degeng (1993: 12) portrays the improvement of learning quality begins with learning design.

## Students' Creativity in Micro Teaching

### Subject

#### The Definition of Creativity and Students' creativity

The word 'creative' is derived from English word 'creative' (Salim, 1991:437; Nasution, 1990: 57). In Indonesian, creative means: to have creativity, to have the ability to create, and to have creation (W.J.S. Poerwadarminto, 1976:526). The teachers conduct main tasks and function of teaching and learning process. Thus, the teaching and learning process is considered as a field of development of students' ability, which can create their creativity and self-actualization. In other words, the quality of teaching and learning process gives opportunity to create students' creativity and self-actualization.

Besides, students' creativity is known such as personality, motivation, and process and product activity, Munandar (2012: 45). Furthermore, students' creativity is known as an activity to comprehend the instructional design in micro teaching, to know students' characteristic, to manage the classroom or known as "classroom management", to choose instructional media, to choose teaching methods, to take a note of students' difficulty level, to give stimulus and to create learners' enthusiast in learning. Thus, students' creativity on micro teaching is the way of the students to create conducive learning situation with implementing instructional design in teaching and learning process.

#### Factors of Creativity

Several factors influence creativity and one of the main factors is from self or personal factor. It is called as individual motivation that emerges inside his/her self or it is well-known as intrinsic motivation. Besides, there is another factor revealed from the outside of the personal aspect

known as extrinsic motivation. Rogers (1992) explained that some motivation factors that can stimulate individual creativity are: (1) self-motivation (intrinsic motivation); (2) environmental motivation (external motivation). In addition, there are other factors of creativity found in individual as well. According to Hurlock (1993): (a) sex; (b) social status; (c) birth sequence; (d) family; (e) city environment vs. village environment; and (f) intelligence.

#### Characteristics of Creativity

To know learners' creativity, the teachers should notice their characteristics on creativity. Diagnostic Guidelines of Learner Potency (Depdiknas 2004: 19), mentions the characteristics of creativity are: (1) showing high curiosity; (2) creating several ideas to solve problems; (3) giving smart response; (4) taking a risk; (5) making efforts; (6) sensitive on environmental beautification and aesthetic.

### Method

#### Research Approach

This research applied descriptive qualitative approach. Hamzah B. Uno (1994:1) states that in three decades the researchers tend to employ qualitative method mostly on education science. Qualitative research in education science focuses on the role of researcher as an instrument to collect data. Julia Brannen (1993: 4) states that in the qualitative tradition, researchers must use themselves as the instrument. This indicates that in qualitative research, the researcher is considered as the first and primary instrument.

#### Subject and Informant

The subject of this research was the students of the sixth semester of Islamic Education Program on microteaching subject. Meanwhile, the informants were the lecturers of microteaching in the sixth semester of Islamic

Education Program. This research was conducted because of some reports and information from a teacher of SMAN Kartosuro about the teaching practice of Islamic Education students showing that their ability in teaching is still under the standard reflected from their skill in developing the lesson plan and using the instructional media. These things become the consideration for the faculty to improve students' skill in teaching practice through microteaching subject. This subject is given as one of the ways to increase students' creativity in teaching practices, so the teaching and learning process conducted is qualified.

### Research Setting

This research was conducted in Islamic Education Program (PAI), Faculty of Tarbiyah and Teachers' Training IAIN Surakarta within 2 months; May until June 2015.

### Method of Collecting Data

Method of collecting data in this research applied observation, interview and documentation. The observation was done through observing the students' teaching practices in micro teaching subject. Then, the interview was developed using opened structure interview and open-ended question was applied to get through the information from the informants. Arikunto (1993: 115) states that interview is a technique of collecting data based on verbal report which is the dialog is conducted by interviewer to gain information from interviewee. Furthermore, Nasution (1992: 85) argues that data of qualitative research are mostly gathered from human source through interview. Besides, there are also other sources, such as document, photo, and statistic material. Document as data resource is used to test, to interpret, and to predict as well (Moleong, 2000: 161).

### Technique of Validating Data

Data or information of this research were checked their validity by using triangulation technique. Data triangulation is used to check whether one instrument used correspond to support the other instruments and having the same point at explaining that the phenomena are happen. Moleong (2000: 178) states that technique of data validity employing other thing outside the data either to check or to compare the data is triangulation. The validity data use theory and method triangulation. The theory triangulation was done through supporting the results or the research finding with the theories strengthening or confirming the findings. Whereas, the method triangulation was carried out through comparing the result of various instruments (in this research the observation, interview, and document) to ensure the results of those instruments having the same point at saying the same results.

### Technique of Data Analysis

Data obtained from those techniques above, were then analyzed with an interactive model. As stated by Miles and Huberman (1994), revealing an analysis technique called as interactive model. This analysis technique consists of three components, i.e. data display, data reduction, drawing and testing conclusion.

### Results and Discussion

The results of this research show that the learners/students have developed lesson plans (RPP) in teaching and learning process on microteaching subject. Writing the lesson plan is necessary for teachers. It will give opportunity to improve the quality of teaching and learning process. Furthermore, the teachers also stated that the students always submit their learning design before microteaching practice. In other words, designing a lesson plan is an obligation



for the students before doing the teaching practice. In line with Suhardjono, et al (1995: 12), the results of this research show that the better implementation of learning designs, the better quality of teaching and learning process. These research findings are strengthened by Degeng dan Miarso (1993:13) stating that learning quality is determined by an approach used in the design of lesson plan.

The results of this research reveal the learners/students conducting microteaching practice with active interactive teaching and learning process shown in: preparing lesson plan containing learning steps by applying active interactive strategies; the teachers do not explain much, so the learners/students become more active; conducting some activities that stimulate active students, such as discussion, debate and interactive dialog; during learning activity, the teachers do not dominate but ask the students to have group discussion, and facilitate and guide them as well; involving the learners/students in learning activity; giving opportunity for students to ask regarding difficult subject; and making some aspects in learning implementation and also preparing media or material supporting learning implementation. Furthermore, the teachers reveal that not all/most of learners/students conducting microteaching practice applied active interactive teaching and learning process. However, it is lack in teaching content, because relying on the mastery of given subject. The teachers also reveal that generally learners/students have applied PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning. PAIKEM is a curricular messages that requires teachers to do so in teaching.

These findings have similarity with the research results done by Endang Komara (2003:1) on good learning process. It is an active learning process involving the learners in all processes mentally and physically. This process model is known as active learning or interactive

learning with the following characteristics: (1) variation of classical activities, group and individual; (2) the teacher/lecturer has a role as learning facilitator, informant, and democratic class manager; (3) involvement of high mental (ideas, feelings) of learners; (4) application of varied communication forms; (5) flexible class environment, democratic, challenging and controlled by certain purposes; (6) potency can create instructional effect and effective adherent effect; and (7) can be used inside or outside class/room. This Rohmat's research is strengthened by Sanjaya (2013:21-31) on learning source, facilitator, class manager, demonstrator, counselor, motivator, evaluator to optimize learners' role in teaching and learning process.

The research findings relates to microteaching practice in implementation of creative teaching and learning process of Student Center-oriented. It indicates that Student Center emphasizes and develops all learners' will; the teaching and learning process of Student Center-oriented poses an active learning process of learners/students and motivates them to be active in; reading, trying, explaining, and describing, while the teachers direct them; teacher as facilitator, and apply 4sequences; the students begin with reading The Holy Qur'an, asking, doing trials, and making network.

Besides, the teacher explains that creative teaching and learning process of Student Center-oriented is done by either some or all students/learners conducting microteaching practice, implementing creative teaching and learning process of Student Center-oriented by applying learning strategy of PAIKEM. Its implementation, however, has not been maximally done due to lack of students' confidence. In contrast, the teacher revealing the failure of implementation of creative teaching and learning process of Student Center-oriented done by the student in microteaching practice is

because of focusing in subject not delivering the subject, so the teachers play active.

The result of this research is in line with Sukma's (2014: 7) statement as well. She argues that student-oriented learning grows the ability to build students' knowledge, to have critical thinking, and to help their friends in completing study either individual or classical. Moreover, these research findings are also strengthen with Trisdiono's thought (Trisdiono. 2015: 1) on the success of education which cannot be separated from learning process focused on active learning, student-oriented and authentic assessment.

The findings reveal that student's understanding on the implementation of microteaching practice employs creative teaching and learning process of: aims of learning process; achievement of the students' attitude change or students' competition after learning activity; initial activity to attract the students; to achieve effective and efficient learning; syllabus-based. Furthermore, the teacher informs that some students have not joined in the practice, some or all of them have conducted microteaching practices maintaining creative teaching and learning process on learning purpose.

Those findings are confirmed by Rohmat's argument (2000: 8) on achievement of teaching and learning activity considered that aim of learning is important as the end of activity. An activity ends if its aims have shown its achievement. Furthermore, this is also assumed as starting point of implementation activity into next purposes operationally. Besides, in line with Handayani (2014: 10), aims of learning are declared as the success of learning.

Learning message of learning material is based on curriculum, learning material delivered to the students, what given to students uses several methods. In other hand, the teachers argue that only some learners/students conducting microteaching practice have applied

creative teaching and learning process on messages of learning. Thus, it needs improvement on microteaching practice that applies creative teaching and learning process. This research result is in line with AECT (1977: 8) states that a message is information delivered with other learning component.

Technique of learning message delivery is the way to share the learning; delivery of the learning messages in accordance with objectives to be achieved; and methods to facilitate student's understanding. On the other hand, the teacher states that the learners/students conducting microteaching practice and applying creative teaching and learning process on the technique of learning message delivery which has not been maintained. Meanwhile, the learners/students implementing microteaching practice have applied creative teaching and learning process concerning on the technique of learning message delivery which sometimes does not matched, even only few having problem nerves. Thus, this needs a strategy in teaching and learning process. This research result is not much different from the views of Rohmat (2014: 41) stating that the learning should have appropriate technique with the learning messages and students characteristics oriented to the achievement of competence.

Media of learning is anything used in the delivery of learning message; and tool employed in teaching and learning process in order to match the school learning objectives and to stimulate students' thinking ability. Furthermore, the teacher reveals that the supporting media is quite good although only some learners/students carry microteaching practice and maintain creative teaching and learning process regarding learning media. On the other hand, the teacher states that the students have not conducted microteaching practice and employed creative teaching and learning process on learning media.

The research finding is strengthened by Rosyada (2013: 7—8 ) on learning media considered as something that can convey and spread messages of the source in a planned manner in order to create a conducive learning environment in which the recipients can make efficient and effective learning process. Furthermore, the use of instructional media in teaching and learning can motivate new passions and interests, raise motivation and stimulation of learning activities and even bring psychological influences on learners (Rohmat, 2014:91).The learners have realized the weaknesses of verbalism, so it suggests anything that is taught should demonstrate the reality that can be understood by the learner (Sri Anitah, 2009:125).

The result of this research shows the environment that is conducive is to support the creation of creative teaching and learning process, fun learning condition/environment, and to avoid monotonous learning condition. Besides, microteaching practice maintain creative teaching and learning process on the environment of teaching and learning process has not been carried yet; however, there are some teachers states that the practice has been done; mostly done; and done frequently.

The above finding is in line with Gagne, Robert M (1985: 17) reveals that the difference of learners is possible to have different environment, but this needs to create conducive learning environment. Moreover, environment that is conducive can create learning messages that is comfortably accepted (AECT, 1977: 9). Thus, the teachers should maintain learning condition. Learning climate brings a conducive setting (Rohmat, 2014:42).

The above result of this research shows that evaluation of teaching and learning process is to determine compliance with the desired purpose; to determine the results of the learning that has

been conducted; learning assessment; and to find out the learners' understanding and the success of the teaching and learning process. Besides, the teachers inform microteaching practice employing creative teaching and learning process on its evaluation that has not been carried. Other teachers reveal that some microteaching practice have done evaluation on teaching and learning process.

This study shows similarity with the statement of Arikunto (1999: 6-8) on assessment to determine the learners' success in learning activity; as teacher's information of the students deserving to continue learning; to know the accuracy of the materials and given methods; to know the quality of school learning conditions; as teacher's information of about the appropriateness of the school curriculum; and as guidelines for school standards. Then, evaluation is used to determine the success of the learners; and to determine the success of teachers in implementing all activities that have been programmed (Wina Sanjaya: 2013:22).

This research reveals that the learners/students conducting microteaching practice emphasize on creative teaching and learning practice with regard to format of learning design (RPP) based on the guidebook. Besides, the learners/students carried out microteaching practice in creative teaching and learning process notice description of RPP by practicing and adjusting with applicable curriculum. This research finding is referred to Appendix of Assessment of Minister of Education and Culture of the Republic of Indonesia (PERMENDIKBUD) No.103 in 2014 about Learning on Basic Education and Middle Education reveals that RPP is a learning plan developed in detail referring on syllabus, subject textual books and teacher's guidebook.

The result of this research shows that creative teaching and learning process is by

employing description of RPP, however, some processes do not notice description of RPP. Furthermore, this research results learning design (RPP) implemented in teaching and learning process by having improvement. On the other hand, the teachers reveal the implementation of learning design (RPP) in creative teaching and learning process by the learners has been conducted in microteaching practice, but sometimes neglecting RPP. Teacher's statement of not all students conducting microteaching practice in creative teaching and learning process notices the implementation of RPP in teaching and learning process, even the students have not done anything. The result of this research is consistent with argument of Nyoman Sudana Degeng and Yusufhadi Miarso (1993:49) arguing that ability of development should be owned by a learning designer in order to show the determination step of learning strategy.

This study results reveal specific thing in maintaining the quality of teaching and learning process. For example, conducted in fun learning way, but not all do the same. Furthermore, the teacher explains that specific thing in maintaining quality of teaching and learning process that has been done. It is a strategy/method applied by the students in maintaining the quality of teaching and learning process, certain students master the content, so it can be actualized in example and subject explanation. However, the learners' ability in conducting microteaching practice of active teaching and learning process is lack attention to specific thing in maintaining the quality of teaching and learning process.

The result of this research is clarified by Musadad (2011: 1) stating that the increase of learning process quality impact to the increase the students study activity and the betterment of learning process atmosphere. This study explains creative teaching and learning process by monitoring of teaching and learning process that

has been conducted; some teachers do not monitor teaching and learning process; lack of facilities and suggestions in the implementation of microteaching practice; and lack of class and student controlling during the teaching and learning process. Furthermore, this study results the deepening of learning message after conveying the material, but some are not. The result of this study also reveals that evaluation of teaching and learning process has been completely done, been frequently done, and even have not been done at all.

On the other hand, the teacher informs that the students/learners conducted microteaching practice of creative teaching and learning process do not notice the monitoring of teaching and learning process. On the contrary, other teachers state that either most or few learners/students who carry out the practice of microteaching in creative teaching and learning process observe the monitoring of teaching and learning process, focus on PAIKEM. However, this has not been maximal yet. The result of this research is also supported by W.D.W (2014: 144) stating that the assessment is done to observe students' completeness in mastering a competency. Moreover, this assessment is carried out to determine the success of students in learning process (Arikunto, 1999: 6).

Research findings of students' opinion on the implementation of creative teaching and learning process reveal the maintenance of quality of teaching and learning process. This indicates that creative teaching and learning process shows the maintenance of quality of teaching and learning process. Furthermore, creative teaching and learning process can result qualified teaching and learning process; creative teaching and learning process makes the learning more fun, interesting, avoids boredom, and increases students' independent ability. On the other hand, there is teaching and learning

process that only concerned with some aspects that support the learning implementation.

Furthermore, the teacher reveals that the learners/students conducting microteaching practice have prepared learning design (RPP) for creative teaching and learning process. Creative teaching and learning process indicates the quality of teaching and learning process. However, this cannot be concluded success, because the quality of teaching and learning process has not been achieved. Besides, some teachers reveal that some students have prepared RPP for creative teaching and learning process, but some students have not prepared it yet. This study result is similar with the study conducted by Latifah and Irpan (2015:4907) revealing that model of teaching and learning process can significantly improve the ability of understanding concept and student communication compared with conventional learning.

## Conclusion

Reflected from students' creativity on microteaching subject, this study can be concluded in some points. First, developing a lesson plan in very critical to the teachers to be well-prepared and to improve the quality of teaching and learning process. It is known that a lesson plan is a guidance for the teachers to teach that conducted before teaching. It can improve the quality of learning process because it contains some points of what to teach so the teaching and learning process goes efficiently. Second, the teaching and learning processes conducted by the students in teaching practices led to the interactive teaching and learning process by applying active and interactive strategy and equipping the learning with some teaching media. In other words, it showed that the teaching and learning process is student-centered learning, making the students be more

active rather than the teacher. This teaching and learning process was begun with reciting the Holy Qur'an, asking, making trials, and associating the learning materials.

Moreover, third, the learning objectives set before the teaching process were achieved. Some curriculum contents and values were conveyed in several methods and showed some improvement in microteaching practices. Fourth, the implemented techniques of teaching are adjusted to the characteristic of the instructional components. So, the teaching and learning process were applied through instructional design. Fifth, the use of learning media is to provide a conducive learning environment, because in some cases the teachers need the media to make the learners easier at understanding the materials given by the teacher. Sixth, the lesson plan format was carried out based on the course book and applicable curriculum. Next, the students on microteaching subject have specific character in using some strategies and in mastering the materials and they were able to deliver it well in the teaching practice. The last, the monitoring of the teaching and learning process is focused on the use of PAIKEM and evaluation to know if the teaching and learning process is running well from the very beginning of the process up to the end.

The results of this research are recommended to: The learners/students: (a) the learners/students should have sensitivity to notice the teaching and learning process; (b) the learners/students should have a critical role to the quality of teaching and learning process; (c) the learners/students should be more creative in microteaching practice, even having learning experience applied after working. Teachers: (a) the teachers should have synergistic effect to maintain the quality of teaching and learning process; (b) the teachers should prioritize orientation by maintaining the quality of teaching and learning process. Institutions: (a)

institution should formulate system to maintain the quality of the teaching and learning process; (b) institution should make any programs of planning, implementation, monitoring and evaluation on the quality of teaching and learning process.

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