

**THE CORRELATION BETWEEN TEACHER-STUDENTS
COLLABORATION AND THE QUALITY OF MICRO-TEACHING
SIMULATION**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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SIMULATION.**

THESIS

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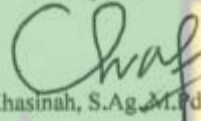
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**The Correlation Between Teacher-Student Collaboration and the Quality of
Micro-Teaching Simulation**

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Banda Aceh, 12 July 2026

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ABSTRACT

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This study aimed to examine the correlation between teacher–student collaboration and the quality of micro-teaching simulation among eighth-semester students of the English Language Education Department at UIN Ar-Raniry Banda Aceh. A quantitative correlational research design was employed. The participants consisted of 84 eighth-semester students selected through purposive sampling. The data were collected using questionnaires measuring teacher–student collaboration and the quality of micro-teaching simulation. The collected data were analyzed using descriptive statistics, reliability and normality tests, linearity analysis, and the Pearson Product Moment correlation test with the assistance of SPSS Statistics. The findings revealed a statistically significant positive correlation between teacher–student collaboration and the quality of micro-teaching simulation ($r = 0.574$, $p < 0.001$), indicating a moderate positive relationship. These findings suggest that better teacher–student collaboration tends to be associated with higher-quality micro-teaching simulation. Therefore, fostering effective collaboration through constructive feedback, active communication, mutual respect, and reflective interaction is essential for enhancing prospective teachers' teaching performance during micro-teaching activities.

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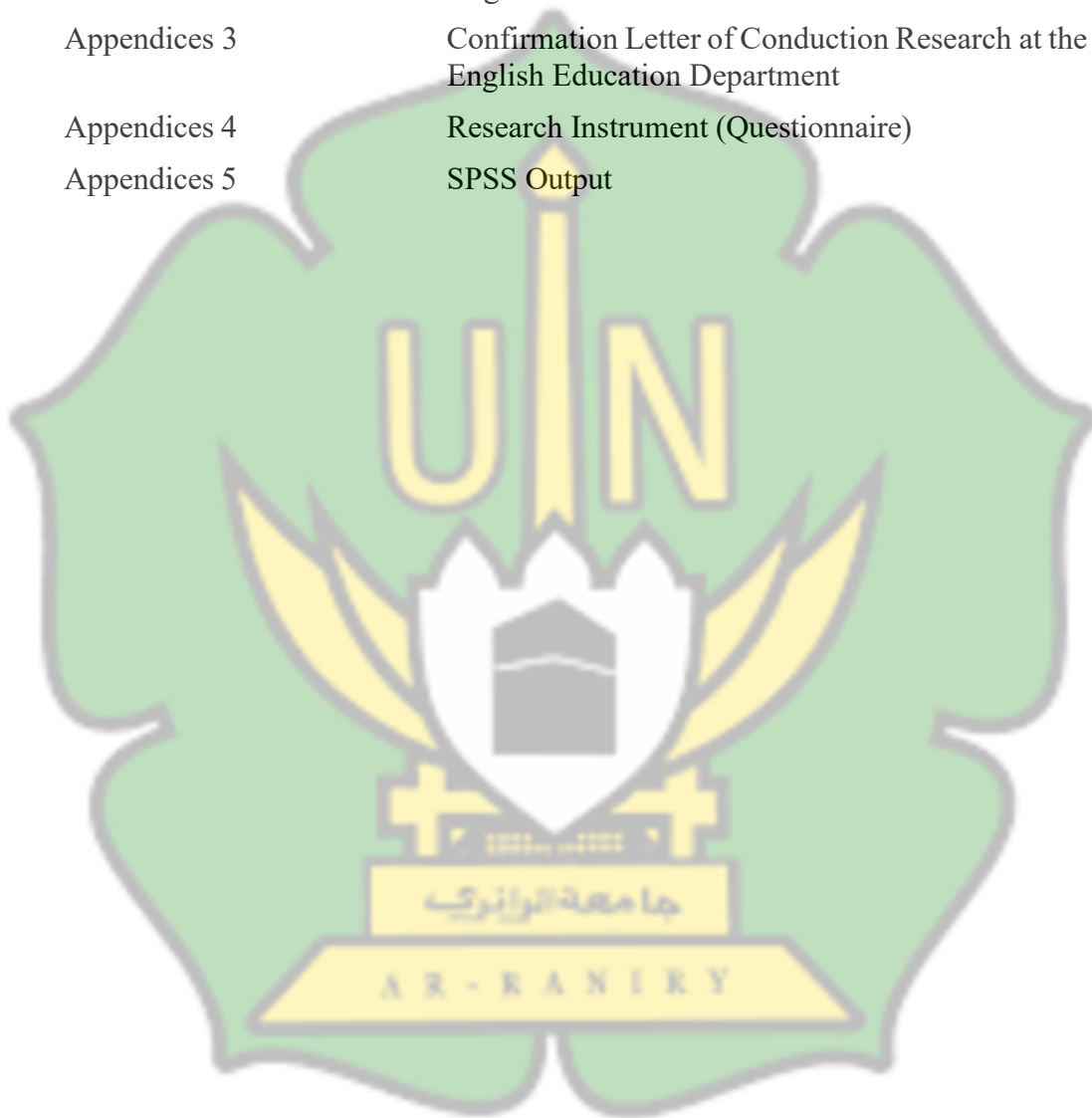
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CHAPTER I

INTRODUCTION

This introductory chapter outlines the foundational context of the research, focusing primarily on how collaborative dynamics between lecturers and students influence the efficacy of micro-teaching simulations. Additionally, this chapter articulates the core research questions, objectives, and hypotheses, alongside the practical and theoretical significance of the study. To ensure conceptual clarity, operational definitions of key terminologies are also presented, serving as a framework to understand the overarching direction and purpose of this investigation.

A. Background of the Study

Initiated within higher education institutions in the 1960s, micro-teaching has evolved into a foundational component widely integrated into teacher training curricula globally. In this context, microteaching includes teaching practice activities accompanied by reflection, experiential learning, feedback, and revision stages to improve teaching performance. Microteaching also involves preparing lesson plans, which are then practised in short teaching sessions, followed by reflection during and after the activities. Through case analysis, it can be seen that microteaching combines roleplaying with peers to create a more realistic teaching experience, coupled with critical responses from various parties involved, as well as reflection and feedback sessions. Various studies show that this activity can help the professional development of prospective teachers, for example, by increasing

their confidence and self-awareness in teaching. However, microteaching still has several limitations.

Some critics argue that the level of authenticity is still lacking, thereby reducing its benefits. Nevertheless, feedback from participants and the reflection practices carried out during this process continue to support the use of microteaching as an important part of training prospective educators at the higher education level (Jannah et al., 2023).

The significance of effective pedagogy lies in its capacity to cultivate future generations by providing learners with the essential knowledge, practical skills, and analytical capabilities needed to confront the complexities of the modern world. Given the shifting paradigms in education, educators are increasingly compelled to address diverse student needs, pioneer innovative teaching strategies, and integrate emerging technological advancements. Within this context, micro-teaching serves as a vital platform for pre-service teachers to identify their instructional capabilities and areas requiring growth through structured reflective practices. This approach stands as a powerful mechanism for professional advancement, offering candidates a risk-free environment to experiment with diverse methodologies, gather constructive feedback, and refine their practice, ultimately fostering heightened student engagement and optimized academic performance (Iliasova et al., 2025).

In micro-teaching activities, collaboration between students acting as teachers and classmates acting as students or observers is an important part of the learning process for prospective teachers. This collaboration occurs when students support each other in trying, observing, and improving their teaching methods

through small-scale exercises that resemble real classroom situations. Peers acting as students respond to real students, while peer observers note areas for improvement, making micro-teaching a safe space for practice. Communication plays a major role in this process because teachers need to convey instructions, learning objectives, and material clearly, while students and observers provide responses that help the simulation run naturally. After the session is complete, open communication is used in reflective discussions to understand what went well and what needs improvement. Feedback is also central to collaboration, because through comments from peers and lecturers, students can recognise the strengths and weaknesses of their teaching. International research, such as Kamimura (2014) and Fki (2023), confirms that specific, honest, and direct feedback greatly helps improve the quality of micro-lessons. In addition, cooperation between students allows the entire group to learn together; they not only carry out their respective roles but also support each other through observation, discussion, advice, and joint reflection. The study shows that this kind of collaborative environment builds confidence, deepens reflection, and accelerates the improvement of teaching strategies. Thus, communication, feedback, and collaboration are important foundations in micro-teaching, as all three help prospective teachers develop their teaching skills more effectively before facing a real classroom.

The collaboration between students acting as teachers and friends acting as students or observers greatly improves micro-teaching quality by creating more realistic interactions, richer feedback, and a supportive learning atmosphere. When participants collaborate with each other, they can provide diverse and more

constructive feedback so that prospective teachers can more easily identify the strengths and weaknesses of their teaching. Research Kamimura, (2014) shows that a combination of feedback from peers and teachers helps prospective teachers improve their teaching techniques more accurately because the comments provided complement each other. Another finding from (Malik et al., 2024) also confirms that collaborative learning in micro-teaching improves the teaching performance as well as the communication and collaboration skills of prospective teachers. In addition, a study (Hidayah & Indriani, 2021) found that collaboration in the form of real-time feedback in micro-teaching encourages novice teachers to be more confident, more reflective, and more skilled at managing the classroom. Thus, effective collaboration facilitates a more active, reflective, and realistic learning process, which ultimately has a direct impact on the quality of micro-teaching.

Although micro-teaching has been a widely studied topic in teacher education, most research still focuses on improving teaching skills through the use of videos, self-reflection, or peer assessment, so there have not been many studies that directly explore how teacher-student collaboration contributes to the quality of micro-teaching simulations. For example, (Khoiriyah et al., 2023) emphasises that micro-teaching can improve students' teaching skills through structured practice, while (Aruğaslan, 2025) shows that self-evaluation, peer assessment, and tutor assessment can help students understand their weaknesses in the micro-teaching process. Marsono et al. (2024) also highlights the importance of student interactions in micro-teaching for enhancing pedagogical skills; however, it does not explicitly explain how teacher–student collaboration directly influences the quality of micro-

teaching performance. In the local context, English Education students at UIN Ar-Raniry commonly collaborate, exchange ideas, and provide peer feedback during the preparation and implementation of teaching simulations in micro-teaching practice. Despite these preliminary findings, empirical research exploring the direct correlation between lecturer-student collaboration and the effectiveness of micro-teaching simulations remains noticeably scarce. This gap is particularly evident within the sphere of English Language Education programs in Indonesian higher education. To address this void, the present study is designed to investigate the relationship between collaborative engagement between lecturers and students and the overall quality of micro-teaching execution among English Education majors at UIN Ar-Raniry.

B. Research Question

Collaborative engagement among peers during micro-teaching sessions serves as a cornerstone in developing the competencies of pre-service teachers. Throughout these simulations, students do not merely practice instructional delivery; they actively engage with one another through constructive feedback, discussions, and shared reflections. Such meaningful interactions are crucial in boosting teaching confidence, refining pedagogical strategies, and sharpening classroom management capabilities. Ultimately, robust collaboration fosters a supportive and productive learning atmosphere conducive to professional growth. Building upon this context, this study focuses on evaluating the dynamic between collaborative efforts—specifically involving instructor-student interactions—and the overall effectiveness of micro-teaching simulations within the English

Education Department at UIN Ar-Raniry. To guide this inquiry, the study addresses the following research questions:

1. Is there a significant relationship between teacher-student collaboration and the quality of micro-teaching simulations among English Education students at UIN Ar-Raniry?
2. To what extent does the relationship between teacher-student collaboration influence the quality of micro-teaching simulations among English Education students at UIN Ar-Raniry?

C. Research Objectives

Directly addressing the formulated research questions, this study aims to investigate the correlation between instructor-student collaboration and the effectiveness of micro-teaching simulations among English Education majors at UIN Ar-Raniry, while also measuring the magnitude of the relationship between these two variables. Specifically, the objectives of this research are:

1. To evaluate whether a significant relationship exists between teacher-student collaboration and the overall quality of micro-teaching simulations.
2. To quantify the strength of the relationship between teacher-student collaboration and the quality of micro-teaching simulations among English Education students at UIN Ar-Raniry.

D. Hypotheses

H₁: There is a significant relationship between teacher–student collaboration and the quality of micro-teaching simulations among English Education students at UIN Ar-Raniry.

H₀: There is no significant relationship between teacher–student collaboration and the quality of micro-teaching simulations among English Education students at UIN Ar-Raniry.

E. Research Significance

1. Theoretical Significance

This study offers valuable insights into the conceptual frameworks of teacher education and micro-teaching practices, specifically by analyzing the collaborative dynamics between pre-service teachers and peers who assume the role of students. The findings are expected to serve as a comprehensive reference within academic literature, shedding light on how collaborative interactions during simulations shape the overall quality of practical teaching. Furthermore, this research contributes to the enrichment of theoretical perspectives surrounding collaboration-based learning, reflective practices, and the development of experiential pedagogical competencies within pre-service teacher training. Beyond its theoretical contributions, the outcomes of this investigation hold practical utility as a benchmark for refining curricula and instructional methodologies within English Language Education departments in higher education.

2. Practical Significance

For Supervisors and Course Instructors: These findings can be used as a guide for designing and developing more collaborative micro-teaching activities. By understanding the key aspects of collaboration that improve the quality of simulations, instructors can provide more focused guidance, encourage balanced interaction, and design more systematic and constructive assessment and feedback tools.

For Prospective Teacher-Students (PBI UIN Ar-Raniry): These results can help students understand the importance of collaboration in the micro-teaching process, not only as a form of teaching technique practice, but also as a space to improve their confidence and pedagogical skills.

For Educational Institutions (UIN Ar-Raniry and Other Universities): This research can serve as a basis for revising and refining more targeted micro-teaching simulation training modules.

F. Terminology

1. Teacher–student collaboration

Teacher–student collaboration refers to the form of interaction and cooperation between students who act as teachers and other students who act as students or observers during the micro-teaching process. This collaboration includes exchanging information, providing support, conveying ideas, and providing feedback to improve teaching methods. This form of cooperation enables a more active learning process because each participant plays a role in helping to improve the quality of learning (Johnson & Johnson, 2009). In this research,

teacher–student collaboration refers to the way students work together during micro-teaching activities, where they take turns becoming the teacher and the peer who gives feedback. This kind of interaction is important because it helps students practice their teaching skills in an encouraging setting while also gaining insight from their classmates. By communicating openly, supporting each other, and sharing responsibilities, collaboration in micro-teaching plays an important role in shaping how well students develop their abilities as future teachers.

2. Micro-teaching

Micro-teaching is a teaching practice method that uses a practical approach, where students or prospective teachers practice applying specific teaching skills on a small scale. Engaging in this activity enables candidates to enhance their pedagogical competencies, particularly in designing lesson plans, delivering instructional content, and evaluating overall teaching efficacy. Throughout this process, pre-service teachers deliver highly focused lessons that are structurally condensed in terms of content depth, duration, and class size compared to a conventional school environment (Lozgka, 2025). Within the scope of this investigation, micro-teaching is conceptualized as a structured training environment that empowers aspiring educators to implement and hone their instructional capabilities within a controlled framework. By managing brief teaching segments with a small group of peers playing the role of students, individuals can concentrate on specific pedagogical components without facing the complex pressures of a full-scale classroom. This setup makes it easier for them to observe their own performance, receive feedback, and make targeted improvements. Within this

context, microteaching becomes an essential platform for understanding how teacher–student collaboration contributes to the development of teaching competence.

3. Quality of Micro-Teaching Simulation

Referring to the level of success of students in conducting teaching practice, which can be seen from several elements such as clarity in delivering material, ability to explain instructions, use of effective teaching strategies, interaction with other students who act as students, and reflection after the session. Micro-teaching quality assessment is usually conducted using a rubric or observation sheet the referring to the level of success of students in conducting teaching practice, which can be seen from several elements such as clarity in delivering material, ability to explain instructions, use of effective teaching strategies, interaction with other students who act as students, and reflection after the session. Micro-teaching quality assessment is usually conducted using a rubric or observation sheet that assesses various aspects of teaching skills (Good, 2006). In this research, the quality of micro-teaching simulation refers to how well prospective English teachers perform during their teaching practice in the English Education study program. It includes how clearly they deliver the lesson, how effectively they use English in giving instructions, how well they manage learning activities, and how they interact with peers who act as students. The quality of the simulation is also seen from their ability to choose suitable teaching strategies and reflect on their performance after the session. These elements together show how prepared they are to teach in a real classroom.

CHAPTER II

LITERATURE REVIEW

This chapter establishes the theoretical groundwork underpinning the present study. It critically synthesizes the conceptual frameworks of instructor-student collaboration, the metrics defining the quality of micro-teaching simulations, and the interconnectedness between these two primary variables. Additionally, an overview of relevant previous studies is presented to contextualize the current research. Collectively, these sections delineate the theoretical parameters necessary for understanding the core variables and reinforcing the conceptual framework of this investigation.

A. Teacher–Student Collaboration

Roschelle and Teasley (1995) define collaboration as a synchronized and highly coordinated collective activity, where all participants actively invest sustained effort into establishing and preserving a mutual understanding of the problem at hand. They also emphasise that collaboration is different from cooperation. In cooperative work, tasks are divided so that each person handles a specific part of the problem. In contrast, collaboration requires all participants to be directly involved and work together actively, without dividing tasks, to solve the problem as a whole.

Collaboration is different from simply working together, coordinating, or performing group activities. Collaboration is a continuous effort to build a common understanding of the issues being worked on. In this process, all parties try to unify

their perspectives so that they have the same understanding of the issue. There is also a specific approach to observe how this shared understanding is formed, namely by looking at how people respond to each other, share ideas, and connect each other's statements. In addition, several types of work have different characteristics from collaboration (Baker, 2015).

Collaboration between teachers and students is a social interaction process that helps connect individual experiences with the social context, thereby enabling the creative formation of new knowledge. This understanding is in line with Vygotsky's social constructivism theory, which emphasises that cognitive development occurs through meaningful social interaction. In Vygotsky's view, teachers play an important role as providers of scaffolding tailored to students' developmental levels so that the learning process remains within the zone of proximal development (ZPD). Vygotsky also said that language is a key tool for thinking, communicating, and collaborating, so that through language, teachers and students can effectively build a shared understanding (Rigopouli et al., 2025).

Effective collaboration is characterised by several important elements that support each other. Communication is the main foundation, because open interaction allows for the exchange of ideas and joint problem solving, as explained in the study, which emphasises the importance of collaborative communication in teacher professional development. The effectiveness of collaboration is also evident through shared responsibility, which is the balanced distribution of roles and responsibilities, which found that collaboration works optimally when each member feels a sense of responsibility for the common goal. Additionally,

collaborative relationships require mutual respect, which is valuing each other's contributions (Lakkala et al., 2021), as an important factor in creating a healthy and inclusive learning environment. Another equally important characteristic is feedback exchange, which involves giving and receiving constructive feedback, as shown by To (2025), that partnership in feedback enhances student engagement and the quality of collaboration. Effective collaboration is also characterised by joint problem solving, where participants are directly involved in solving problems together, in the context of professional collaboration. Finally, collaboration requires a supportive climate, which is a psychologically safe environment where participants feel comfortable expressing their opinions, which emphasises that a supportive climate enables open communication and healthier collaboration.

Micro-teaching is conducted through peer teaching, followed by a joint reflection session. Through this process, participants share learning strategies, provide feedback, and observe each other's teaching practices to identify strengths and weaknesses more objectively. This collaborative reflection allows prospective teachers to connect theory with practice and deepen their pedagogical understanding through academic discussions with peers (Crichton et al., 2021).

The role of peer-teachers and peer-students in micro-teaching mainly emerges through the process of providing feedback on teaching practices. Peers observe and comment on learning strategies, clarity of instructions, and the reasoning used by teacher-students when responding to classroom situations. Feedback from peers is proven to be more detailed than self-assessment, thus helping teacher-students realise aspects that may have been overlooked and

strengthening their reflection process. In this way, peer students make an important contribution to improving the quality of teaching simulations and the pedagogical understanding of prospective teachers (Fki, 2023).

Within the specific framework of this investigation, the concept of instructor-student collaboration is operationally defined as the dynamic, collaborative interaction between individuals enacting the role of teachers and their peers who function as learners or observers throughout the micro-teaching sessions. Therefore, the term does not refer to collaboration between lecturers and students, but rather to the collaborative learning process among prospective teachers throughout the micro-teaching simulation

The indicators used to measure Teacher–Student Collaboration in the context of micro-teaching cover several important aspects. First, clarity of communication entails the precision of instructional delivery and the articulation of learning objectives, both of which have been demonstrated to enhance interpersonal dynamics and overall learning efficacy (LubiczNawrocka, 2025). Second, the quality of feedback concerns the extent to which the constructive criticism provided enables students to iteratively refine their teaching performance. In line with this, empirical evidence from Sun and Asmawi (2023) indicates that high-quality instructor feedback exerts a substantial influence on advancing students' instructional competencies within the EFL framework. Third, engagement and responsiveness refer to the active involvement and responsiveness of participants during microteaching sessions, an element that has been proven to have a strong relationship with the quality of the learning experience (Scager et al., 2016). Fourth,

interaction and mutual support characterize the collaborative synergy among students that fosters a secure and cooperative learning atmosphere, thereby driving improvements in the overall quality of the simulation (Lubicz-Nawrocka, 2025). Fifth, reflection and shared decision-making are collaborative processes in which students jointly reflect on teaching practices and make decisions for learning improvement. These indicators of collaborative reflection have been identified as important factors in the development of teaching competencies through collaboration-based learning (Scager et al., 2016). Thus, the combination of these five indicators provides a comprehensive framework for assessing the quality of teacher-student collaboration in micro-teaching.

B. The Quality of Micro-Teaching Simulation

Microteaching is a teacher training strategy developed by Dwight W. Allen and colleagues in the teacher education program at Stanford University, with the aim of simplifying complex aspects of real classrooms so that prospective teachers can focus on specific teaching behaviours in a controlled environment. This process typically involves brief teaching sessions of limited duration to small groups of students, followed by immediate feedback and reflection, and then re-teaching with improvements (Remesh, 2013). Thus, micro-teaching serves as a laboratory tool for intensive and structured training in basic teaching skills (such as explaining, questioning, and providing reinforcement) before actual field teaching practice.

Microteaching serves as a structured training strategy to improve basic teaching skills, provide guided practice before field teaching practice (PPL), and

serve as a means of reflection and improvement of teaching techniques. By simplifying the complexity of real classroom conditions, for example through short duration, small student groups, and a focus on one or more specific skills, microteaching allows prospective teachers to practice, receive feedback, reflect on their performance, and then apply improvements in reteaching sessions; it is this repetitive process that effectively improves pedagogical competence (Autilya Dayanindhi et al., 2018; Remesh, 2013). Moreover, comprehensive meta-analyses and recent research reviews indicate that micro-teaching yields benefits beyond the mere enhancement of core pedagogical techniques such as content delivery, inquiry strategies, and instructional reinforcement. It also significantly bolsters pre-service teachers' psychological readiness and the depth of their professional reflection prior to field practice (Iliasova et al., 2025; Mukuka & Alex, 2024). In parallel, case studies within teacher education programs validate that the cyclical phase of micro-teaching encompassing targeted planning, instruction, observation, feedback evaluation, reflective practice, and subsequent re-teaching is fundamental to its efficacy as a clinical preparatory mechanism (Sun & Asmawi, 2023).

The quality of micro-teaching greatly depends on prospective teachers' mastery of a number of basic teaching skills. One important aspect is opening skills, namely the ability to open a lesson effectively, attract students' attention, and provide context so that they are ready to learn the material. In addition, lesson delivery includes how to convey material clearly, accurately, and systematically so that students can understand the essence of the lesson well. The use of teaching media is also crucial because visual media or other tools can clarify concepts and

make teaching simulations more interesting and interactive. Interaction and questioning skills greatly determine the quality of dialogue in micro-teaching: teachers must be able to ask questions that provoke thought, respond to student responses, and provide feedback that encourages deeper understanding. Furthermore, classroom management, even in micro-teaching with a smaller class size, remains important to maintain a conducive and orderly learning atmosphere. Finally, closing skills are also an essential part, namely summarising key points, reaffirming what has been learned, and ensuring that learning objectives are achieved. Ultimately, acquiring this comprehensive skill set manifests the pedagogical competence of aspiring educators, signaling greater professional maturity and immediate readiness for implementation in actual classroom environments (Reddy KR, 2019).

C. The Relationship Between Teacher–Student Collaboration and Micro-Teaching Quality

Synergistic engagement between pre-service teachers and their peers has been demonstrated to elevate the standard of instructional outcomes, as the collaborative process facilitates ideological exchange, collective problem-solving, and the mutual co-construction of meaning. This dynamic directly aligns with the foundational principles of social constructivism, which posit that cognitive development and knowledge acquisition are fundamentally shaped through social interaction and the collaborative negotiation of concepts (Vygotsky, 1978). In addition, collaborative practices also affect prospective teachers' self-confidence and pedagogical competence. When they receive feedback, see teaching examples

from friends, and engage in reflective discussions, they become more confident and better prepared when conducting micro-teaching (Goh & Matthews, 2011). Collaboration also makes micro-teaching sessions feel more real and reflective because prospective teachers can observe, assess, and continuously improve their performance through interaction with peers. This approach supports the development of more mature and in-depth teaching skills (Zsolnai & Kasik, 2014).

Well-established collaboration between prospective teachers and colleagues has a direct impact on improving the quality of feedback they receive during micro-teaching sessions. When the collaborative relationship is effective, each participant is more open to giving and receiving specific, honest, and constructive feedback. This type of feedback has been proven to help prospective teachers improve their teaching strategies, increase the clarity of their explanations, and adjust their delivery techniques to be more effective (Hattie & Timperley, 2007). In addition, positive teacher-student or peer-peer relationships create a more comfortable, supportive, and pressure-free teaching simulation environment. This conducive environment allows prospective teachers to perform better because they can experiment, try new approaches, and develop pedagogical skills without fear of negative judgment (Topping, 2010). Thus, the logic of this relationship shows that collaboration not only influences the interaction process but also directly impacts the overall quality of micro-teaching.

A systematic review by Iliasova, Nekrasova, Mena, and Estrada-Molina (2025) underscores that micro-teaching is pivotal in advancing the instructional competencies of pre-service educators. This efficacy stems from the structured

opportunity it provides to practice pedagogical skills within a regulated environment while receiving immediate evaluations. Employing the PRISMA protocol and VOSviewer software, their study analyzed extensive literature spanning from 2006 to 2023 to map out both the advantages and obstacles associated with micro-teaching in teacher preparation programs (Iliasova et al., 2025).

In a similar, Arslan (2021) utilized a mixed-methods approach to demonstrate that micro-teaching significantly enhances the theoretical knowledge and practical capabilities of aspiring teachers. This growth was further solidified through the integration of self-evaluation and peer reviews utilizing the Micro-Teaching Assessment and Observation Form (MTAOF). These quantitative findings were corroborated by qualitative interviews, which revealed that participants developed a heightened awareness of their instructional shortcomings and benefited greatly from constructive feedback (Arslan, 2021).

Moreover, recent evidence from Zhumabayeva et al. (2025) indicates that incorporating digital feedback mechanisms into micro-teaching sessions can optimize self-reflection, sharpen classroom management techniques, and elevate the standard of lesson planning among teacher candidates.

Synthesizing these empirical insights, it is evident that collaborative initiatives facilitated through peer assessments and structured feedback loops delivered either conventionally or digitally exert a substantial influence on refining the professional teaching capabilities of future educators.

D. Previous Studies

Previous studies have examined how micro-teaching, teacher-student collaboration, and the quality of feedback affect the teaching abilities of prospective teachers. Kamimura (2014) found that a combination of peer feedback and teacher feedback made it easier for students to see their weaknesses when teaching and encouraged improvement in the micro-lessons they presented. These results align with the findings of, which show that clear and consistent peer feedback can improve how students give instructions, choose learning strategies, and enhance their reflective abilities after teaching. Additionally, the study reveals that the use of video recordings in microteaching helps prospective teachers conduct a more indepth analysis of feedback, enabling them to recognise patterns of teaching errors that they were previously unaware of.

Other findings also emphasise the importance of interaction and feedback in improving teaching performance. Asregid et al., (2023) reports that targeted feedback from lecturers and teacher educators is an important factor that encourages students to engage in more serious professional reflection. In line with this, Marsono et al. (2024) emphasise that interaction and collaboration among students, such as discussions and observations during micro-teaching, can improve their selfefficacy and pedagogical skills. The study (Hidayah & Indriani, 2021) also shows that real-time feedback in online-based micro-teaching helps students improve their teaching techniques more quickly while increasing their confidence.

Within the international landscape, Kokkinos (2022) observed that the integration of collaborative and reflective micro-teaching practices during the

pandemic era significantly equipped future educators to dynamically adapt their classroom management and instructional delivery. This is further validated by a systematic review from Iliasova et al. (2025), which affirms that micro-teaching operates as a highly efficient pedagogical tool by offering candidates a secure environment to experiment with diverse teaching methodologies while receiving immediate evaluation. Collectively, these empirical insights underscore that collaboration, the depth of instructional engagement, and the nature of feedback—originating from both peers and supervisors—critically dictate the efficacy of micro-teaching outcomes, thereby reinforcing the urgency of the present study.

While existing literature has extensively explored collaborative learning, peer evaluations, instructor-student dynamics, and micro-teaching as isolated concepts, there remains a noticeable scarcity of research specifically analyzing the correlation between lecturer-student collaboration and the overall effectiveness of micro-teaching simulations within English Language Education programs in the Indonesian higher education landscape. Consequently, the present study is designed to address this empirical void by investigating the relationship between these two variables through a quantitative correlational design.

CHAPTER III

RESEARCH METHODOLOGY

This chapter delineates the methodological framework employed to conduct the study. It details the research design, defines the target population and sampling techniques, and outlines the procedures for both data collection and subsequent data analysis. Collectively, these sections provide a comprehensive guide to the operational steps taken to gather and evaluate the empirical evidence, aiming to examine the relationship between instructor-student collaboration and the effectiveness of micro-teaching simulations.

A. Research Design

This study employed a quantitative correlational research design to investigate the relationship between instructor-student collaboration and the quality of micro-teaching simulations among English Education students from the 2022 cohort. A correlational approach was deemed appropriate because the investigation does not entail the manipulation of any variables; rather, it seeks to observe and identify the naturally occurring association between the two phenomena within their authentic academic environment (Ishtiaq, 2019). As noted by Fraenkel and Wallen (2019), correlational research is widely utilized in educational settings to explore how variables relate to one another without intervening in the participants' actions or altering their behavior. Within this framework, the variables of instructor-student collaboration and micro-teaching quality were quantified using established measurement tools and statistically evaluated to ascertain both the direction and

magnitude of their relationship. In this research model, instructor-student collaboration operates as the independent variable (X), whereas the quality of the micro-teaching simulation serves as the dependent variable (Y). To determine whether a statistically meaningful connection exists between these two variables, the collected data were examined using the Pearson Product-Moment correlation analysis.

B. Population and Sample

The target population for this investigation comprised all students from the 2022 academic cohort within the English Education Study Program at UIN Ar-Raniry. Academic records indicated that the total population encompassed 153 students. However, since completing the Micro-Teaching course and the Teaching Practice Program (PPL) was essential to provide relevant data, only individuals who fulfilled these specific prerequisites were deemed eligible for inclusion.

To select the participants, this study utilized a purposive sampling technique. Purposive sampling is a non-probability selection method wherein participants are deliberately chosen based on predetermined criteria that directly align with the research objectives (Bullard, 2020). The specific inclusion criteria established for this study were as follows:

1. Active students enrolled in the 2022 academic cohort of the English Education Study Program.
2. Students who had successfully passed both the Micro-Teaching course and the PPL fieldwork.

3. Students who demonstrated a willingness to participate in this research voluntarily.

By implementing these guidelines, the selected participants were expected to yield reliable and contextualized insights regarding instructor-student collaboration and the effectiveness of micro-teaching simulations. Consequently, a total of 84 students met all the established requirements and volunteered to take part. This resulted in a final sample size of 84 English Education students, who were considered representative of the broader target population.

C. Data Collection Techniques

Empirical data for this investigation were gathered through a set of standardized questionnaires adapted from previously validated research instruments. The adaptation of established scales is highly recommended to guarantee superior validity and reliability, while simultaneously allowing the items to be contextualized to fit the specific micro-teaching environment within the English Education Department at UIN Ar-Raniry.

The instruments were administered digitally via Google Forms, which offered a convenient platform for participants to complete the survey at their own pace and enabled highly efficient data aggregation. Prior to filling out the questionnaire, participants received a clear briefing regarding the study's core objectives and were explicitly assured that their involvement was entirely voluntary. Furthermore, they were guaranteed that all individual responses would remain strictly confidential and be utilized exclusively for academic research purposes.

The first instrument, designed to quantify instructor-student collaboration, was adapted and modified from the Student-Teacher Relationship Scale (STRS) originally formulated by Pianta (2001), and integrated with collaboration metrics derived from literature on micro-teaching and collaborative learning. Specifically, several items within the Closeness and Conflict dimensions were recontextualized to reflect peer-to-peer collaboration during micro-teaching sessions. This questionnaire comprises both positive and negative statements evaluated on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

In this study, the terms *teacher* and *student* do not refer to lecturers and university students. Instead, they refer to students who assume the roles of teacher and learner or observer during micro-teaching activities. Therefore, the questionnaire items were adapted to reflect collaborative interactions among prospective teachers within the micro-teaching context.

The second part of the questionnaire assesses the quality of micro-teaching simulations. The instrument is adapted from commonly used Micro-Teaching Evaluation Forms in teacher education programs. The indicators include clarity of explanation, teaching strategy, interaction, language use, feedback, and overall lesson delivery. All items are presented in a 5-point Likert scale.

Table 3. 1 Skala Likert

Response	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

For positive items, scoring ranged from 5 (Strongly Agree) to 1 (Strongly Disagree), while negative items were reverse-coded accordingly.

The questionnaire on teacher–student collaboration consists of several indicators, including clarity of communication, feedback quality, engagement and responsiveness, interaction and mutual support, as well as reflection and shared decision-making. Meanwhile, the micro-teaching quality questionnaire includes indicators such as clarity of explanation, teaching strategy, classroom interaction, language use, feedback delivery, and overall lesson performance.

The teacher–student collaboration questionnaire consisted of 15 items, while the quality of micro-teaching simulation questionnaire also consisted of 15 items. Therefore, the final instrument consisted of 30 questionnaire items in total.

Prior to distribution, both instruments were subjected to expert judgment to verify that the content was relevant, appropriate, and truly representative of the variables under study. Furthermore, the validity and reliability of the questionnaires were evaluated using SPSS Statistics before proceeding to hypothesis testing. To ensure data integrity, the validity test was administered first to determine whether each individual item accurately measured its intended construct. This process was carried out through the Pearson Product-Moment (Corrected Item-Total Correlation) method within SPSS. An item was deemed valid if its correlation coefficient (r count) exceeded the critical r table value at a 5% significance level, or if the resulting p value was below 0.05. Valid items were retained for further analysis, whereas invalid items were excluded from the instrument. A reliability coefficient of $\alpha \geq 0.70$ was considered acceptable for the instruments used in this study.

D. Data Analysis Techniques

The data gathered from the questionnaires were processed and evaluated using SPSS Statistics. This data analysis phase encompassed several statistical procedures aimed at organizing, summarizing, and interpreting the datasets to address the primary research questions and test the proposed hypotheses.

The analysis initiated with an instrument validity test to verify that each survey item accurately quantified its respective research variable. This validation step was imperative prior to the main analysis to guarantee that only appropriate metrics were utilized. Item validity was calculated using the Pearson Product-Moment correlation method. An item was deemed statistically valid if its correlation coefficient r count exceeded the critical r table threshold and the associated significance level p value was below 0.05.

Once the validity criteria were fulfilled, a reliability test was administered to evaluate the internal consistency of the instrument. Reliability dictates the degree to which a tool yields stable and consistent outcomes when measuring the same phenomena under identical conditions. In this investigation, the questionnaire's reliability was measured via the Cronbach's Alpha coefficient within SPSS. As noted by Fraenkel and Wallen (2019), a research instrument achieves reliability when it consistently captures the intended variable while minimizing measurement errors. The Cronbach's Alpha index spans from 0 to 1, where elevated scores reflect stronger internal consistency among the items. A threshold of 0.70 or higher was established as the benchmark for acceptable reliability, confirming the instrument's readiness for subsequent statistical testing.

Following the verification of the instrument, descriptive statistical analysis was performed to outline the general profile of the data before advancing to inferential tests. Descriptive statistics serve to summarize and present data characteristics systematically, allowing for a clear understanding of the overall score distribution. In this study, the descriptive metrics included the sample size (N), minimum and maximum values, mean scores, and standard deviations for each variable. While the minimum and maximum scores mapped out the range of participant responses, the mean highlighted the general tendency of each variable. Furthermore, the standard deviation illustrated the degree of dispersion or variance away from the mean. Collectively, these descriptive indicators provided an initial, comprehensive overview of both Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation.

Prior to hypothesis testing, a normality test was performed to verify whether the dataset followed a normal distribution. In parametric statistics, establishing normality is a critical prerequisite to ensure the data satisfy the underlying assumptions required for subsequent inferential analyses. Given the sample size of 84 respondents, the Kolmogorov-Smirnov test within SPSS Statistics was selected as the primary metric for evaluation. The data were deemed normally distributed if the resulting significance value (p -value) exceeded 0.05, indicating no significant deviation from a normal curve. Conversely, a value below 0.05 indicated that the data were not normally distributed.

Furthermore, a linearity analysis was administered using the Curve Estimation procedure in SPSS to determine whether the connection between

Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation followed a linear trend. Assessing linearity is vital because the Pearson Product-Moment correlation inherently assumes a straight-line relationship between variables. Through this procedure, the relationship was confirmed as linear if the significance value of the linear model fell below 0.05, demonstrating that a linear model adequately represented the interaction between the two variables.

Once all prerequisite assumptions were successfully satisfied, the primary research hypothesis was evaluated using the Pearson Product-Moment correlation analysis. This parametric technique is uniquely suited for examining the direction, strength, and significance of the association between two variables. In this study, the analysis determined the exact nature of the relationship between Instructor-Student Collaboration (X) and the Quality of Micro-Teaching Simulation (Y). This method was appropriate because both variables were quantified via Likert-scale instruments, with the cumulative scores treated as interval data for statistical purposes.

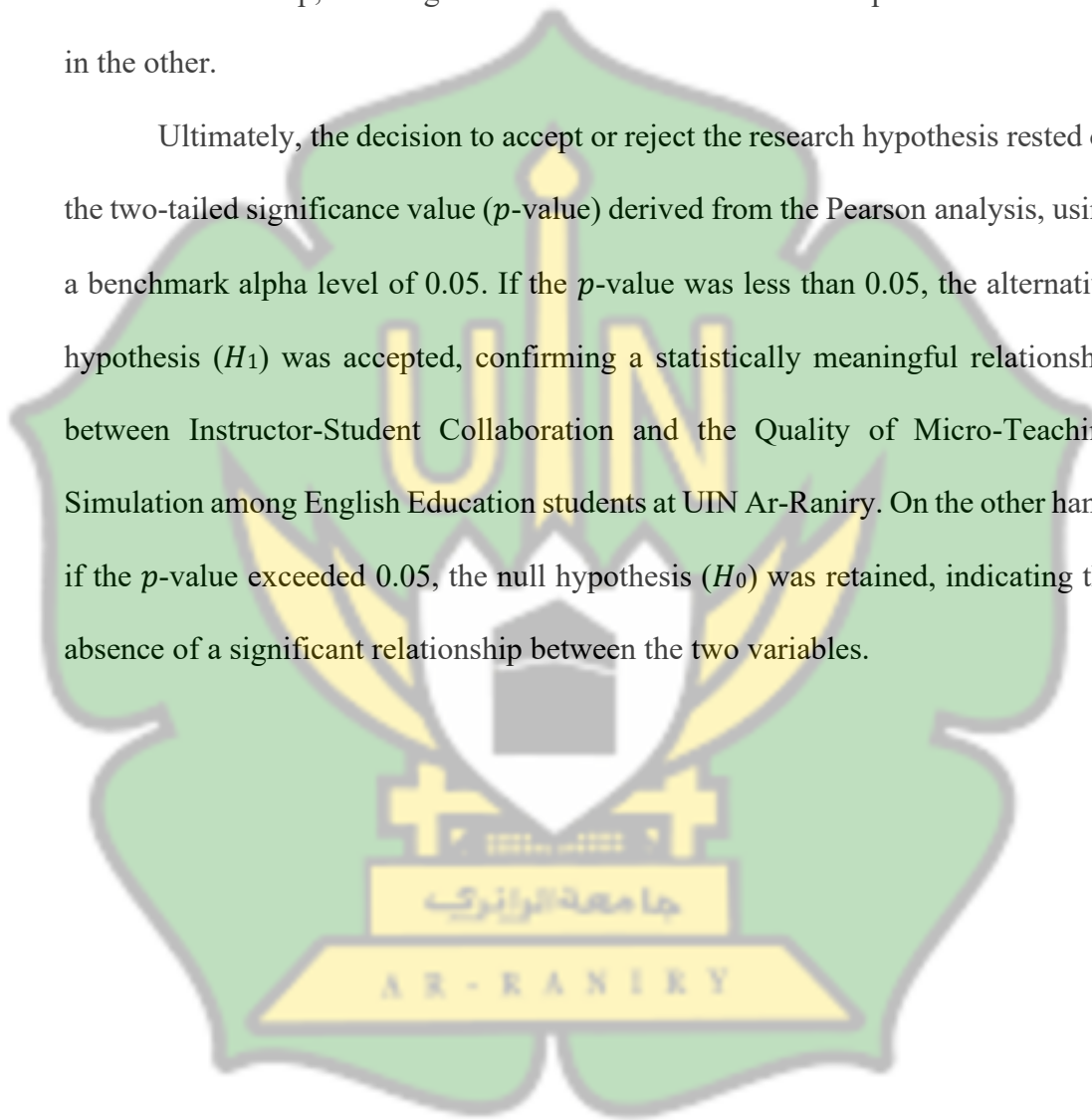
To interpret the magnitude of the correlation coefficient (r), this study adopted the classification system established by Sugiyono (2018), as outlined in the table below:

Table 3. 2 Interpretation of Correlation Coefficients (Sugiono, 2018)

Correlation Coefficient Range (r)	Interpretation
0.00-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

Beyond the strength of the association, the Pearson coefficient also dictates its direction. A positive coefficient implies a direct relationship where both variables move in the same direction, whereas a negative coefficient signifies an inverse relationship, meaning an increase in one variable corresponds to a decrease in the other.

Ultimately, the decision to accept or reject the research hypothesis rested on the two-tailed significance value (p -value) derived from the Pearson analysis, using a benchmark alpha level of 0.05. If the p -value was less than 0.05, the alternative hypothesis (H_1) was accepted, confirming a statistically meaningful relationship between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation among English Education students at UIN Ar-Raniry. On the other hand, if the p -value exceeded 0.05, the null hypothesis (H_0) was retained, indicating the absence of a significant relationship between the two variables.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the empirical findings derived from the questionnaire data completed by 84 English Education students at UIN Ar-Raniry Banda Aceh who had successfully passed the Micro-Teaching course. The gathered datasets were processed via SPSS Statistics, strictly following the methodological frameworks detailed in the preceding chapter. To verify that the measurement instruments satisfied all necessary statistical assumptions and to determine whether a meaningful connection exists between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation, a comprehensive series of statistical evaluations was performed. These procedures included instrument validity and reliability assessments, descriptive statistical analyses, diagnostic tests for normality and linearity, and ultimately, the Pearson Product-Moment correlation analysis.

A. Research Finding

This section presents the findings of the study based on the questionnaire completed by 84 respondents. The questionnaire was administered to obtain data related to the two variables examined in this research, namely Teacher–Student Collaboration (X) and Quality of Micro-Teaching Simulation (Y). The respondents were students who fulfilled the criteria established for this study. The questionnaire contained several statements related to each variable and was used to obtain the respondents' views and experiences regarding the two variables.

Each statement was measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. The respondents selected the response that best represented their level of agreement with each statement. The findings are presented as percentages for each response category to show the respondents' perceptions of teacher–student collaboration and the quality of micro-teaching simulation. The percentage results for each statement are presented in the following tables.

Table 4. 1 Result questionnaire from Teacher-Student Collaboration (X)

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My classmates communicate clearly during micro-teaching activities.	0%	5.8%	8.1%	48.8%	37.2%
2.	I can easily understand the instructions given by my peers during teaching simulation.	0%	1.2%	9.3%	48.8%	40.7%
3.	There is often misunderstanding during communication in micro-teaching sessions.	10.5%	44.2%	19.8%	16.3%	9.3%
4.	My classmates provide constructive feedback after my teaching performance.	1.2%	7%	15.1%	31.4%	43.3%
5.	Feedback from peers help me improve my teaching skills.	3.5%	2.3%	7%	30.2%	57%
6.	The feedback given during micro-teaching is not useful for improving my performance.	40.7%	29.1%	7%	14%	9.3%

7.	My classmates actively participate during micro-teaching activities.	0%	2.3%	7%	31.4%	59.3%
8.	Peers respond positively during teaching simulations.	0%	2.3%	8.1%	51.2%	38.4%
9.	Students acting as learners often show little interest during micro-teaching sessions.	7%	30.2%	19.8%	26.7%	16.3%
10.	My classmates support me during micro-teaching practice.	0%	5.8%	1.2%	27.9%	65.1%
11.	I feel comfortable when my peers support me during micro-teaching simulations.	1.2%	0%	8.1%	39.5%	51.2%
12.	Some peers do not cooperate well during micro-teaching activities.	15.1%	31.4%	24.4%	14%	15.1%
13.	My classmates and i discuss ways to improve teaching performance together.	1.2%	4.7%	11.6%	38.4%	44.2%
14.	Reflection sessions help me recognize my strengths and weaknesses in teaching.	2.3%	2.3%	3.5%	33.7%	58.1%
15.	Decisions during micro-teaching activities are usually made without discussion.	12.8%	19.8%	32.6%	25.6%	9.3%

Table 4. 2 Quality of Micro Teaching Simulation (Y)

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I can start my lesson confidently during micro-teaching practice.	2.3%	7%	12.8%	39.5%	38.4%
2.	I can attract students' attention at the beginning of the lesson.	2.3%	3.5%	15.1%	44.2%	34.9%
3.	I can explain lesson materials clearly during micro-teaching.	0%	1.2%	15.1%	50%	33.7%
4.	I deliver the lesson in an organized way.	1.2%	5.8%	9.3%	50%	33.7%
5.	I often feel confused when explaining lesson materials.	8.1%	32.6%	24.4%	23.3%	11.6%
6.	I use teaching media effectively during teaching simulations.	1.2%	0%	11.6%	50%	37.2%
7.	Teaching media help me explain the lesson more clearly.	1.2%	1.2%	2.3%	32.6%	62.8%
8.	I can interact well with students during micro-teaching.	1.2%	3.5%	9.3%	47.7%	38.4%
9.	I ask question that encourage student participation.	1.2%	4.7%	4.7%	48.8%	40.7%
10.	I find it difficult to respond to students' questions during teaching simulations.	8.1%	33.7%	32.6%	16.3%	9.3%
11.	I can manage the classroom atmosphere effectively during micro-teaching.	0%	5.8%	23.3%	37.2%	33.7%
12.	I can keep students focused during teaching activities.	0%	7%	26.7%	40.7%	25.6%

13.	I can summarize the lesson clearly at the end of teaching.	0%	2.3%	17.4%	40.7%	39.5%
14.	I can close the lesson confidently and effectively.	1.2%	4.7%	12.8%	33.7%	47.7%
15.	I often end the lesson without giving a proper conclusion.	29.1%	32.6%	11.6%	17.4%	9.3%

This section presents the findings of the study based on the questionnaire completed by 84 respondents. The questionnaire was administered to obtain data related to the two variables examined in this research, namely Teacher–Student Collaboration (X) and Quality of Micro-Teaching Simulation (Y). The respondents were students who fulfilled the criteria established for this study. The questionnaire contained several statements related to each variable and was used to obtain the respondents' views and experiences regarding the two variables.

Each statement was measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. The respondents selected the response that best represented their level of agreement with each statement. The findings are presented as percentages for each response category to show the respondents' perceptions of teacher–student collaboration and the quality of micro-teaching simulation. The percentage results for each statement are presented in the following tables.

Table 4. 3 Validity Test Result of Teacher-Student Collaboration

Item	Pearson Correlation (r)	Sig. (2 tailed)	Deciasion
X1	0.382	< .001	Valid
X2	0.474	< .001	Valid
RX3	0.543	< .001	Valid
X4	0.499	< .001	Valid

X5	0.611	< .001	Valid
RX6	0.652	< .001	Valid
X7	0.553	< .001	Valid
X8	0.427	< .001	Valid
RX9	0.352	< .001	Valid
X10	0.672	< .001	Valid
X11	0.577	< .001	Valid
RX12	0.627	< .001	Valid
X13	0.495	< .001	Valid
X14	0.656	< .001	Valid
RX15	0.457	< .001	Valid

As illustrated in Table 4. 1, the validity testing outcomes demonstrate that the items evaluating Instructor-Student Collaboration generally satisfied the predetermined validation benchmarks. The Pearson Product-Moment correlation analysis revealed that these survey items exhibited positive correlations with the cumulative score of the variable, with all corresponding significance values below 0.05. These empirical results confirm that the questionnaire items successfully quantified the intended construct and were, therefore, appropriate for further investigation. Consequently, the Instructor-Student Collaboration questionnaire was established as a valid and trustworthy instrument for data collection.

Table 4. 4 Validity Test Results of Quality of Micro-Teaching Simulation

Item	Pearson Correlation (r)	Sig. (2 tailed)	Deciasion
Y1	0.597	< .001	Valid
Y2	0.715	< .001	Valid
Y3	0.699	< .001	Valid
Y4	0.582	< .001	Valid
RY5	0.112	0.309	Invalid
Y6	0.599	< .001	Valid
Y7	0.593	< .001	Valid
Y8	0.595	< .001	Valid
Y9	0.490	< .001	Valid
RY10	0.216	0.048	Valid
Y11	0.730	< .001	Valid

Y12	0.715	< .001	Valid
Y13	0.745	< .001	Valid
Y14	0.675	< .001	Valid
RY15	0.421	< .001	Valid

As presented in Table 4. 2, the validation metrics indicate that the Quality of Micro-Teaching Simulation questionnaire generally exhibited acceptable validity. The vast majority of the survey items satisfied the predetermined validation criteria, confirming their capacity to measure the intended construct effectively. However, the analysis revealed that one specific item failed to meet the required validity threshold. Despite this single outlier, the remaining items were successfully declared valid. Overall, the instrument was considered appropriate for use in the subsequent analyses.

1. Reliability Test

Prior to evaluating the primary hypotheses, the reliability of the research instruments was thoroughly examined to verify the internal consistency of the survey items in measuring their respective variables. Fundamentally, reliability indicates the extent to which an instrument yields stable and uniform outcomes when deployed under comparable conditions. In this study, the internal consistency of both the Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation questionnaires was evaluated using the Cronbach's Alpha coefficient within SPSS Statistics. A Cronbach's Alpha value of 0.70 or greater serves as the established benchmark, signifying that the instrument possesses acceptable reliability and is methodologically sound for academic research.

The empirical outcomes of this evaluation are summarized in Table 4. 3 below:

Table 4. 5 Reliability Test Results

Variable	Cronbach's Alpha	Number of Items	Interpretation
Teacher-Student Collaboration	0.808	15	Reliable
Quality of Micro-Teaching Simulation	0.824	15	Reliable

As presented in Table 4.3, the instructor-Student Collaboration questionnaire yielded a Cronbach's Alpha coefficient of 0.808, while the Quality of Micro-Teaching Simulation questionnaire achieved a coefficient of 0.824. Because both reliability values comfortably exceeded the minimum established benchmark of 0.70, the research instruments demonstrated strong internal consistency. These outcomes indicate that the survey items successfully and uniformly quantified their respective constructs, thereby generating dependable empirical data.

This reliability assessment further underscores that the instruments employed in this study were robust tools for data collection. Given that both variables registered alpha coefficients well above the recommended threshold, the questionnaires were deemed methodologically sound for subsequent statistical procedures. This includes descriptive statistics, diagnostic tests for normality and linearity, and the final Pearson Product-Moment correlation analysis.

2. Descriptive statistics

Descriptive statistical analysis was performed to outline the general profile of the respondents' scores across each research variable. This diagnostic phase synthesizes the vital metrics of the dataset, specifically the sample size (N),

minimum and maximum values, mean scores, and standard deviations. Collectively, these descriptive indicators provide a foundational understanding of the data's overall distribution and characteristics, establishing a clear baseline before advancing to inferential statistical modeling.

Table 4. 6 Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teacher-Student Collaboration (X)	84	33.00	74.00	59.20	7.72
Quality of Micro-Teaching Simulation (Y)	84	32.00	74.00	59.51	7.50

The descriptive statistical summary of the two primary variables, derived from the responses of the 84 participants. For the Instructor-Student Collaboration variable, the cumulative scores ranged from a minimum of 33.00 to a maximum of 74.00. The dataset yielded a mean score of 59.20 with a standard deviation of 7.72. On the other hand, the Quality of Micro-Teaching Simulation variable exhibited a minimum score of 32.00 and a maximum score of 74.00, generating a mean score of 59.51 and a standard deviation of 7.50.

The results indicate that the average scores of both variables were relatively high compared to the possible score range. In addition, the standard deviation values were considerably smaller than the mean values, suggesting that the respondents' scores were reasonably consistent and did not exhibit excessive variability. These descriptive findings provide an overview of the data distribution before conducting the assumption tests and hypothesis testing.

3. Normality Test

A normality test was conducted to determine whether the research data were normally distributed before performing the Pearson Product Moment correlation analysis. Since the number of respondents in this study was 84 ($N > 50$), the interpretation of normality was based on the Kolmogorov–Smirnov test.

Table 4. 5 Result of the Normality Test

Variables	Kolmogorov-Smirnov Statistic	df	Sig.
TOTAL_X	.078	84	.200
TOTAL_Y	.084	84	.200

As presented in Table 4. 5, the significance value (p -value) for the Instructor-Student Collaboration variable (TOTAL_X) was 0.200, and the Quality of Micro-Teaching Simulation variable (TOTAL_Y) similarly yielded a value of 0.200. Because both significance values comfortably exceed the established alpha level of 0.05 ($p > 0.05$), the null hypothesis for the normality test cannot be rejected, confirming that the datasets for both variables follow a normal distribution. Consequently, the essential assumption of normality was successfully satisfied, rendering the data fully eligible for further parametric testing via the Pearson Product-Moment correlation analysis. Meeting this foundational prerequisite ensures that the subsequent inferential analysis remains methodologically robust, thereby increasing the validity and confidence level of the research findings.

4. Linearity Test

Prior to evaluating the primary research hypothesis, a linearity test was performed to verify whether a linear relationship existed between the independent

variable (Instructor-Student Collaboration) and the dependent variable (Quality of Micro-Teaching Simulation). This prerequisite assumption was evaluated via the Curve Estimation procedure within SPSS Statistics.

Table 4. 7 Result of the Linearity Test

Equation	R Square	F	df1	df2	Sig.
Linear	0.330	40.385	1	82	.000

As illustrated in Table 4. 6, the Curve Estimation analysis yielded a correlation index (R) of 0.574, reflecting a moderate, positive linear association between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation. Furthermore, the coefficient of determination (R^2) was calculated at 0.330. This implies that Instructor-Student Collaboration accounts for approximately 33.0% of the variance observed in the Quality of Micro-Teaching Simulation, whereas the remaining 67.0% is influenced by external variables outside the scope of this investigation. The diagnostic evaluation also produced an F -value of 40.385 with degrees of freedom df (1,82) and an associated significance level (p -value) of less than 0.001. Given that this p -value falls well below the standard 0.05 threshold ($p < 0.05$), the linear model is statistically meaningful. Consequently, it can be concluded that a significant linear relationship connects the two variables. Because the assumption of linearity was fully satisfied, the dataset was deemed appropriate for the subsequent Pearson Product-Moment correlation test.

5. Hypothesis Testing

The hypothesis testing in this study was administered to ascertain whether a statistically meaningful relationship existed between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation. Having successfully satisfied both the normality and linearity assumptions, the dataset was deemed fully eligible for evaluation via the Pearson Product-Moment correlation analysis. The final statistical decision was guided by a standard significance level (α) of 0.05. Under this framework, if the resulting significance value (p -value) fell below 0.05, the alternative hypothesis (H_1) would be formally accepted, thereby rejecting the null hypothesis (H_0).

Table 4. 8 Result of Pearson Product Moment Correlation Analysis

Variables	Pearson Correlation (r)	Sig. Tailed	(2- Interpretation
Teacher–Student Collaboration and Quality of Micro-Teaching Simulation	0.574	< .001	Moderate Positive Correlation

As demonstrated in Table 4. 7, the Pearson Product-Moment correlation analysis revealed a correlation coefficient (r) of 0.574, with an associated two-tailed significance value (p -value) of less than 0.001. Given that this significance level falls well below the predetermined alpha threshold of 0.05 ($p < 0.05$), the null hypothesis (H_0) was formally rejected, and the alternative hypothesis (H_1) was accepted.

The correlation value of 0.574 denotes a moderate, positive association between Instructor-Student Collaboration and the Quality of Micro-Teaching

Simulation. This statistical trend implies that higher levels of collaborative interaction between instructors and students are directly tied to an enhanced quality of micro-teaching simulations among English Education students at UIN Ar-Raniry Banda Aceh. Consequently, these empirical results confirm a statistically meaningful and positive relationship connecting the two research variables.

B. Discussion

The empirical findings of this study confirm a statistically meaningful and positive relationship between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation among English Education students at UIN Ar-Raniry Banda Aceh. The Pearson Product-Moment correlation analysis generated a coefficient (r) of 0.574, with a corresponding significance value (p value) of less than 0.001. These statistical outcomes justify the formal acceptance of the alternative hypothesis (H_a) and the subsequent rejection of the null hypothesis (H_0). Moreover, the magnitude of the correlation coefficient places the relationship firmly within the moderate category, demonstrating that enhanced collaborative practices between instructors and students are directly tied to superior performance in micro-teaching simulations.

The statistically significant relationship identified in this investigation strongly aligns with Vygotsky's Social Constructivism Theory, which posits that knowledge and skill acquisition are inherently driven by meaningful social interaction. Within the framework of micro-teaching courses, dynamic collaboration wherein students actively assume teaching roles while peers serve as learners or critical observers creates a fertile environment for exchanging ideas,

communicating effectively, offering constructive critiques, and engaging in reflective teaching practices. Through these structured cooperative interactions, prospective educators can learn from one another, refine their instructional strategies, and systematically elevate their pedagogical competence. Consequently, the positive association demonstrated in this study corroborates the paradigm that active collaboration serves as a catalyst for enhancing the overall quality of micro-teaching simulations.

Furthermore, the empirical insights gained from this study resonate with several prior investigations that underscore the vital role of collaboration and peer feedback in optimization of micro-teaching performance. For instance, Kamimura (2014) documented that integrating peer evaluations with instructor feedback enables pre-service teachers to identify their instructional strengths and areas for growth far more effectively during practice sessions. In a similar vein, Marsono et al. (2024) demonstrated that peer-to-peer interaction and collaborative workflows noticeably enhance students' pedagogical capabilities and actual teaching delivery. Additionally, Hidayah and Indriani (2021) highlighted that immediate, real-time feedback during micro-teaching simulations significantly boosts prospective teachers' confidence and fosters a more reflective approach to their instructional methods. Collectively, these historical precedents reinforce the outcomes of the present study, confirming that collaborative interaction acts as a foundational pillar in driving the excellence of micro-teaching simulations.

The results of this study have several practical implications for the implementation of micro-teaching courses in teacher education programs. Since

Teacher–Student Collaboration was found to be positively associated with the Quality of Micro-Teaching Simulation, collaborative learning activities should be encouraged throughout the teaching practice process. Students should be provided with opportunities to communicate openly, exchange constructive feedback, and participate in reflective discussions after each teaching simulation. These collaborative practices can help prospective teachers improve their instructional competence, strengthen their confidence, and enhance the overall quality of their teaching performance. Therefore, fostering a collaborative learning environment can be considered an important strategy for supporting the professional development of future English teachers.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study was undertaken to investigate the relationship between Instructor-Student Collaboration and the Quality of Micro-Teaching Simulation among English Education students at UIN Ar-Raniry Banda Aceh. Based on the empirical outcomes of the statistical evaluations, it can be concluded that a statistically significant, positive relationship exists between the two variables. The Pearson Product-Moment correlation analysis yielded a coefficient (r) of 0.574, with a corresponding significance value (p value) of less than 0.001. This statistical evidence justifies the formal acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). These findings clearly demonstrate that students who engage in higher levels of collaborative interaction during micro-teaching activities tend to achieve superior quality in their teaching simulations. Consequently, Instructor-Student Collaboration emerges as a critical determinant in the successful execution of micro-teaching courses, as it fosters active engagement, constructive communication, and meaningful learning experiences throughout the practical training process.

Although the relationship identified in this study was statistically significant, its correlation strength was classified as moderate, indicating that Teacher-Student Collaboration is not the sole factor influencing the Quality of Micro-Teaching Simulation. The coefficient of determination revealed that Teacher-Student Collaboration contributed 33.0% to the variation in the Quality of Micro-Teaching Simulation, while the remaining 67.0% may be explained by other

factors that were not examined in this study. These findings suggest that the Quality of Micro-Teaching Simulation is likely influenced by multiple factors, such as individual competencies, teaching preparation, communication skills, confidence, motivation, and other learning experiences. Therefore, fostering collaborative learning practices should be regarded as an important component of micro-teaching instruction, while recognizing that the development of effective teaching performance also depends on various complementary factors.

Overall, this study underscores the vital importance of cultivating Instructor-Student Collaboration as a cornerstone for elevating the Quality of Micro-Teaching Simulations among pre-service English educators. A collaborative learning atmosphere that champions active engagement, transparent communication, constructive feedback, and reflective discourse empowers students to acquire meaningful pedagogical insights and continuously refine their instructional delivery. Furthermore, these empirical insights expand the existing literature by offering concrete data on the relationship between collaborative practices and simulation outcomes within the specific framework of English language teacher education at UIN Ar-Raniry Banda Aceh. Ultimately, these findings are anticipated to serve as a strategic reference point for optimizing the structure of micro-teaching curricula and fostering the professional growth of future educators through highly interactive and cooperative learning methodologies.

B. Suggestions

1. For English Education Students

Based on the findings of this study, English Education students are encouraged to actively engage in collaborative learning throughout the micro-teaching course. They should take every opportunity to communicate openly with their peers, exchange constructive feedback, and participate in reflective discussions after each teaching simulation. These collaborative practices can help students identify their strengths and areas for improvement while enhancing their teaching competence and confidence. By maintaining positive and supportive interactions during micro-teaching activities, students are expected to improve their teaching performance and develop the professional skills needed for their future careers as English teachers.

2. For Lecturers

Lecturers are encouraged to create and maintain a collaborative learning environment during micro-teaching courses by promoting active student participation, peer interaction, and constructive feedback. Learning activities that involve discussion, peer evaluation, and collaborative reflection can strengthen students' teaching experiences and improve the Quality of Micro-Teaching Simulation. In addition, lecturers may consider providing structured opportunities for students to work collaboratively before, during, and after teaching practice, enabling them to continuously develop their instructional skills through meaningful interaction and mutual support.

3. For Future Researchers

Future researchers are encouraged to expand the scope of this study by incorporating larger and more diverse student cohorts from various institutions, thereby enhancing the external validity and generalizability of the findings. Given that Instructor-Student Collaboration accounted for only 33.0% of the variance observed in the Quality of Micro-Teaching Simulation ($R^2 = 0.330$), subsequent investigations should explore other critical determinants that may shape simulation outcomes. Potential variables worthy of examination include teaching self-efficacy, interpersonal communication skills, teaching anxiety, student motivation, classroom management proficiency, and digital pedagogical competence. Lastly, adopting mixed-methods designs or purely qualitative approaches could offer a more nuanced, in-depth understanding of the specific mechanisms through which collaborative training experiences foster the instructional development of pre-service educators.

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APPENDICES

Appendix 1: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 029 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dianggap perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2003 tentang penggolongan Kepegawaian Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2022, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama;
10. Keputusan Menteri Agama Nomor 293/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

KESATU

1. Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa;

Untuk membimbing Skripsi

Nama : Sahabida Amara

NIM : 230201071

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Correlation Between Teacher-Student Collaborative and the Quality of Micro-Teaching Simulation

KEDUA

1. Kepada pembimbing yang tercatat namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA

1. Pembayaran skuit keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

KEEMPAT

1. Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA

1. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2025

Satrio Malik

Lampiran

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2003 tentang penggolongan Kepegawaian Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2022, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama;
10. Keputusan Menteri Agama Nomor 293/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

0110084

Appendix 2: Recommendation Letter from the Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-4425/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203071

Nama : SALSABILA AMERA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JLN. CEMPAKA 01 BALEE CUT LAMBHEU

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE CORRELATION BETWEEN TEACHER-STUDENT COLLABORATION AND THE QUALITY OF MICRO-TEACHING SIMULATION.***

Banda Aceh, 05 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 17 Juli 2026

جامعة الرانيري

AR - RANIRY

Appendix 3: Confirmation Letter of Conducting Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : phd_01@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-415/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Salsabila Amara
NIM : 220203071
Prodi : Pendidikan Bahasa Inggris
Alamat : Perumnas Utama, Lembheu

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Correlation Between Teacher-Student Collaboration and The Quality of Micro Teaching Simulation"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.



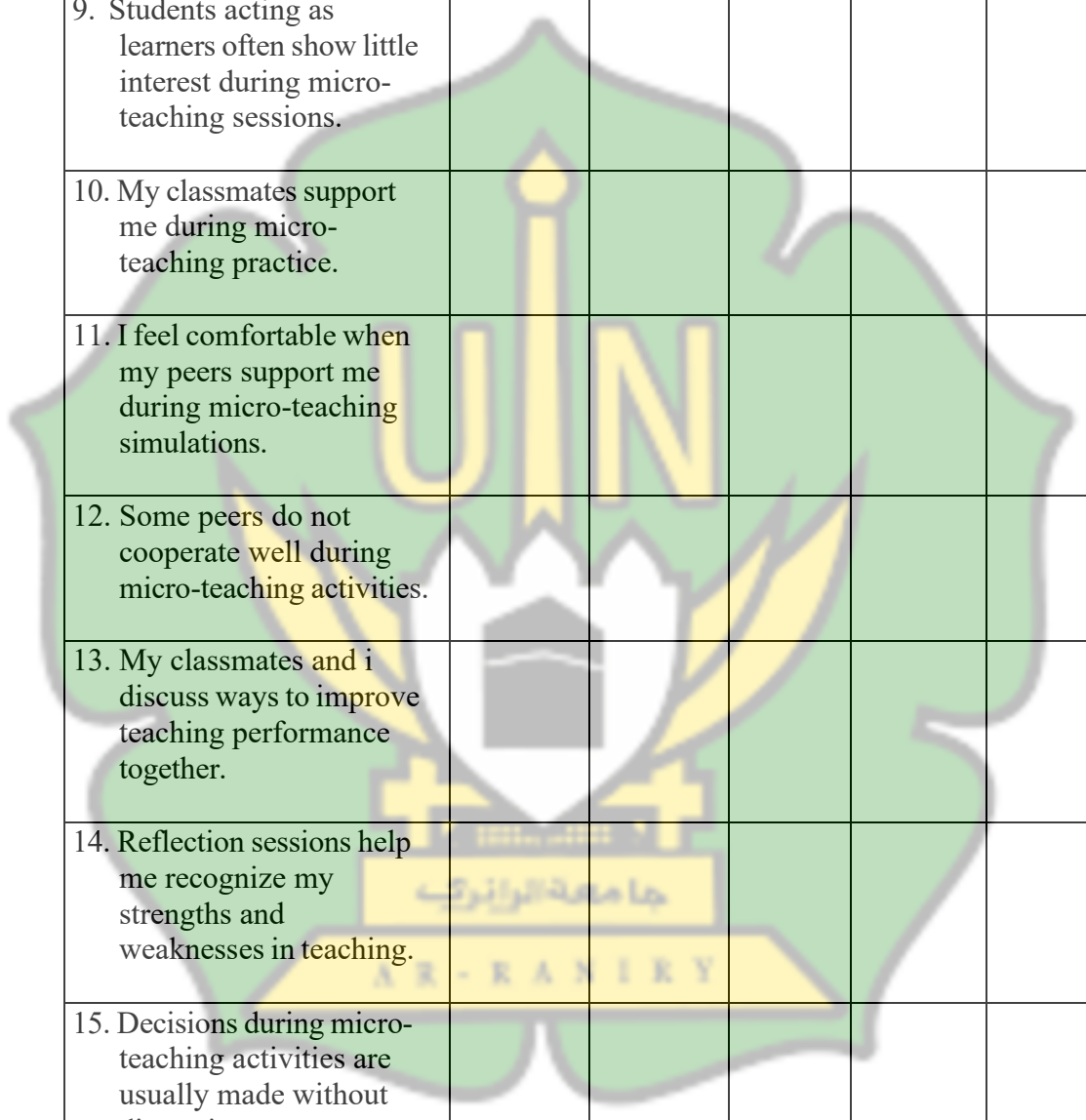
Banda Aceh, 6 Juli 2026

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahlana

Appendix 4: Questionnaire

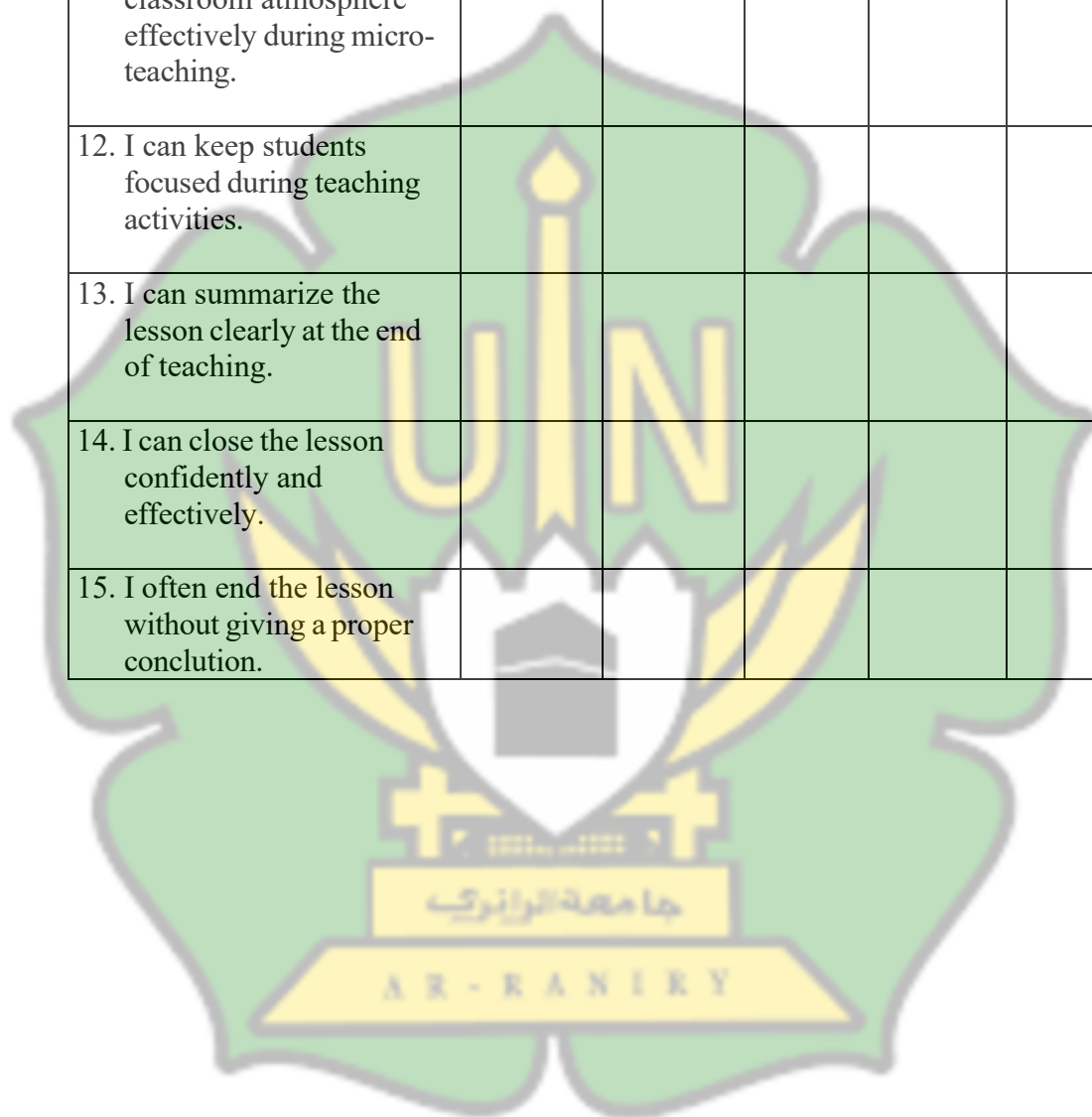
Teacher-Student Collaboration (X)					
Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Strongly Agree (4)	Agree (5)
1. My classmates communicate clearly during micro-teaching activities.					
2. I can easily understand the instructions given by my peers during teaching simulation.					
3. There is often misunderstanding during communication in micro-teaching sessions.					
4. My classmates provide constructive feedback after my teaching performance.					
5. Feedback from peers help me improve my teaching skills.					
6. The feedback given during micro-teaching is not useful for improving my performance.					
7. My classmates actively participate during micro-teaching activities.					



8. Peers respond positively during teaching simulation.					
9. Students acting as learners often show little interest during micro-teaching sessions.					
10. My classmates support me during micro-teaching practice.					
11. I feel comfortable when my peers support me during micro-teaching simulations.					
12. Some peers do not cooperate well during micro-teaching activities.					
13. My classmates and i discuss ways to improve teaching performance together.					
14. Reflection sessions help me recognize my strengths and weaknesses in teaching.					
15. Decisions during micro-teaching activities are usually made without discussion.					

The Quality of Micro Teaching Simulation (Y)					
Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Strongly Agree (4)	Agree (5)
1. I can start my lesson confidently during micro-teaching practice.					
2. I can attract students' attention at the beginning of the lesson.					
3. I can explain lesson materials clearly during micro-teaching.					
4. I deliver the lesson in an organized way.					
5. I often feel confused when explaining lesson materials.					
6. I use teaching media effectively during teaching simulations.					
7. Teaching media help me explain the lesson more clearly.					
8. I can interact well with students during micro-teaching.					
9. I ask question that encourage student participation.					

10. I find it difficult to respond to students' questions during teaching simulations.					
11. I can manage the classroom atmosphere effectively during micro-teaching.					
12. I can keep students focused during teaching activities.					
13. I can summarize the lesson clearly at the end of teaching.					
14. I can close the lesson confidently and effectively.					
15. I often end the lesson without giving a proper conclusion.					



1. Validity Test

[illegible]^{***} Correlation is significant at the 0.01 level (2-tailed).[†] Correlation is significant at the 0.05 level (2-tailed).

		Correlations																
		V1	V2	V3	V4	Reverse V5	V6	V7	V8	V9	Reverse V10	V11	V12	V13	V14	Reverse V15	TOTAL_Y	
V1	Pearson Correlation	1	.480 ^{**}	.414 ^{**}	.389 ^{**}	.012	.585 ^{**}	.290 ^{**}	.031 ^{**}	.127	-.043	.454 ^{**}	.382 ^{**}	.473 ^{**}	.314 ^{**}	.593 ^{**}	.587 ^{**}	
	Sig. (2-tailed)		<.001	<.001	<.001	.913	<.001	.017	<.001	.258	.699	<.001	<.001	<.001	.002	.599	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V2	Pearson Correlation	.480 ^{**}	1	.512 ^{**}	.325 ^{**}	-.035	.447 ^{**}	.388 ^{**}	.477 ^{**}	.294 ^{**}	-.032	.544 ^{**}	.615 ^{**}	.587 ^{**}	.385 ^{**}	.558 ^{**}	.715 ^{**}	
	Sig. (2-tailed)	<.001		<.001	.009	.763	<.001	<.001	<.001	.008	.779	<.001	<.001	<.001	<.001	.017	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V3	Pearson Correlation	.414 ^{**}	.512 ^{**}	1	.381 ^{**}	.009	.481 ^{**}	.421 ^{**}	.272	.308 ^{**}	.034	.699 ^{**}	.613 ^{**}	.585 ^{**}	.319 ^{**}	.774 ^{**}	.699 ^{**}	
	Sig. (2-tailed)	<.001	<.001		<.001	.932	<.001	<.001	.012	.004	.757	<.001	<.001	<.001	<.001	.013	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V4	Pearson Correlation	.389 ^{**}	.325 ^{**}	.381 ^{**}	1	-.250 ^{**}	.442 ^{**}	.377 ^{**}	.281 ^{**}	.417 ^{**}	-.069	.384 ^{**}	.339 ^{**}	.424 ^{**}	.678 ^{**}	.668 ^{**}	.562 ^{**}	
	Sig. (2-tailed)	<.001	.009	<.001		.022	<.001	<.001	.018	<.001	.637	<.001	.002	<.001	<.001	.049	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Reverse V5	Pearson Correlation	-.012	-.035	.009	-.250 ^{**}	1	-.231 ^{**}	-.084	-.132	-.282 ^{**}	.580 ^{**}	-.139	-.132	-.162	-.163	.337 ^{**}	.112	
	Sig. (2-tailed)	.913	.752	.932	.022		.033	.418	.233	.007	<.001	.221	.232	.142	.108	.082	.388	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V6	Pearson Correlation	.585 ^{**}	.447 ^{**}	.481 ^{**}	.442 ^{**}	.231 ^{**}	1	.333 ^{**}	.471 ^{**}	.326 ^{**}	-.218 ^{**}	.481 ^{**}	.444 ^{**}	.562 ^{**}	.343 ^{**}	.724 ^{**}	.584 ^{**}	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.039		<.001	<.001	.002	.019	<.001	<.001	<.001	.009	.049	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V7	Pearson Correlation	.290 ^{**}	.388 ^{**}	.421 ^{**}	.377 ^{**}	-.084	.580 ^{**}	1	.404 ^{**}	.678 ^{**}	-.139	.434 ^{**}	.389 ^{**}	.449 ^{**}	.407 ^{**}	.671 ^{**}	.593 ^{**}	
	Sig. (2-tailed)	.017	<.001	<.001	<.001	.418	<.001		<.001	<.001	.279	<.001	<.001	<.001	<.001	.023	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V8	Pearson Correlation	.031 ^{**}	.477 ^{**}	.272	.281 ^{**}	-.132	.417 ^{**}	.404 ^{**}	1	.302 ^{**}	-.277	.415 ^{**}	.389 ^{**}	.438 ^{**}	.378 ^{**}	.724 ^{**}	.584 ^{**}	
	Sig. (2-tailed)	<.001	<.001	.012	.018	.233	<.001	<.001		.006	.006	.001	<.001	<.001	<.001	.049	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V9	Pearson Correlation	.127	.294 ^{**}	.308 ^{**}	.417 ^{**}	-.282 ^{**}	.326 ^{**}	.471 ^{**}	.326 ^{**}	1	-.241	.210	.281 ^{**}	.378 ^{**}	.508 ^{**}	.699 ^{**}	.499 ^{**}	
	Sig. (2-tailed)	.258	.008	.004	<.001	.007	.002	<.001	.005		.189	.013	.069	<.001	<.001	.045	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Reverse V10	Pearson Correlation	-.043	-.032	.009	-.250 ^{**}	.580 ^{**}	-.139	-.132	-.282 ^{**}	-.041	1	-.002	.003	.079	.007	.375 ^{**}	.210 ^{**}	
	Sig. (2-tailed)	.699	.779	.937	.022	<.001	.013	.238	.008	.708		.999	.939	.619	.999	<.001	.049	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V11	Pearson Correlation	.454 ^{**}	.544 ^{**}	.699 ^{**}	.385 ^{**}	-.139	.485 ^{**}	.414 ^{**}	.415 ^{**}	.370 ^{**}	-.023	1	.779 ^{**}	.642 ^{**}	.501 ^{**}	.670 ^{**}	.738 ^{**}	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.221	<.001	<.001	<.001	.013	.939		<.001	<.001	<.001	.042	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V12	Pearson Correlation	.382 ^{**}	.615 ^{**}	.613 ^{**}	.337 ^{**}	-.132	.444 ^{**}	.384 ^{**}	.368 ^{**}	.265 ^{**}	.063	.774 ^{**}	1	.664 ^{**}	.503 ^{**}	.619	.716 ^{**}	
	Sig. (2-tailed)	<.001	<.001	<.001	.002	.232	<.001	<.001	<.001	.008	.639	<.001		<.001	<.001	.070	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V13	Pearson Correlation	.473 ^{**}	.587 ^{**}	.585 ^{**}	.424 ^{**}	-.162	.582 ^{**}	.449 ^{**}	.438 ^{**}	.378 ^{**}	-.071	.640 ^{**}	.689 ^{**}	1	.609 ^{**}	.682 ^{**}	.745 ^{**}	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.142	<.001	<.001	<.001	<.001	.219	<.001	<.001		<.001	.459	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
V14	Pearson Correlation	.314 ^{**}	.385 ^{**}	.319 ^{**}	.385 ^{**}	-.163	.343 ^{**}	.487 ^{**}	.374 ^{**}	.508 ^{**}	.087	.621 ^{**}	.582 ^{**}	.609 ^{**}	1	.653 ^{**}	.676 ^{**}	
	Sig. (2-tailed)	.002	<.001	<.001	<.001	.185	.001	<.001	<.001	<.001	.599	<.001	<.001	<.001		.051	<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Reverse V15	Pearson Correlation	.593 ^{**}	.558 ^{**}	.774 ^{**}	.668 ^{**}	.337 ^{**}	.724 ^{**}	.671 ^{**}	.724 ^{**}	.666 ^{**}	.375 ^{**}	.678 ^{**}	.678 ^{**}	.682 ^{**}	.688 ^{**}	1	.421 ^{**}	
	Sig. (2-tailed)	.001	.017	.013	.049	.002	.049	.023	.049	.015	<.001	.042	.073	.078	.059		<.001	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
TOTAL_Y	Pearson Correlation	.587 ^{**}	.715 ^{**}	.699 ^{**}	.562 ^{**}	.112	.699 ^{**}	.693 ^{**}	.693 ^{**}	.693 ^{**}	.218 ^{**}	.730 ^{**}	.716 ^{**}	.745 ^{**}	.676 ^{**}	.421 ^{**}	1	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.389	<.001	<.001	<.001	<.001	.049	<.001	<.001	<.001	<.001	<.001		
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

2. Reliability Test

Variable X

Reliability Statistics

Cronbach's Alpha	N of Items
.808	15

Variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
.824	15

3. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL_X	84	33.00	74.00	59.2024	7.72849
TOTAL_Y	84	32.00	74.00	59.5119	7.50180
Valid N (listwise)	84				

4. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL_X	.078	84	.200*	.977	84	.129
TOTAL_Y	.084	84	.200*	.969	84	.042

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

5. Linearity Test

Model Summary and Parameter Estimates

Dependent Variable: TOTAL_Y

Model Summary						Parameter Estimates	
Equation	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.330	40.385	1	82	<.001	26.501	.558

The independent variable is TOTAL_X.

6. Hypothesis Testing (Pearson Product Moment Correlation)

Correlations

		TOTAL_X	TOTAL_Y
TOTAL_X	Pearson Correlation	1	.574**
	Sig. (2-tailed)		<.001
	N	84	84
TOTAL_Y	Pearson Correlation	.574**	1
	Sig. (2-tailed)	<.001	
	N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

7. Result of Person Product Moment Correlation Analysis

Correlations

		TOTAL_X	TOTAL_Y
TOTAL_X	Pearson Correlation	1	.574**
	Sig. (2-tailed)		<.001
	N	84	84
TOTAL_Y	Pearson Correlation	.574**	1
	Sig. (2-tailed)	<.001	
	N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).



AUTOBIOGRAPHY

1. **Name** : Salsabila Amera
 2. **Student Number** : 220203071
 3. **Place/ Date Birth** : Banda Aceh, 01 January 2004
 4. **Gender** : Female
 5. **Religion** : Islam
 6. **Nationality** : Indonesia
 7. **Address** : JLN. Cempaka, No. 01, Lambheu
 8. **Email** : 220203071@student.ar-raniry.ac.id
 9. **Phone Number** : 085314180481
- Parents**
- a. **Name of Father** : Amri US.
 - b. **Name of Mother** : Radhiah (Almarhumah)
 - c. **Father's Occupation** : Retired Civil Servant
 - d. **Mother's Occupation** : -
 - e. **Address** : JLN. Cempaka, No. 01, Lambheu
- Education**
- a. **Elementary** : SDN 2 Banda Aceh
 - b. **Junior High School** : SMP IT Al-Fityan School Aceh
 - c. **Senior High School** : MAN 2 Banda Aceh
 - d. **University** : UIN Ar-Raniry Banda Aceh