



The Application of *Ilahiyah* and *Insaniyah* Values in Microteaching Learning towards Professional Teachers

Yerkhan Abduldayev¹, Marzni Mohamed Mokhtar²

¹Abai Kazakh National Pedagogical University, Kazakhstan

²Universiti Putra Malaysia, Malaysia

✉ 212302002@stu.sdu.edu.kz *

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Abstract

Education is a strategic effort to shape individuals with moral, spiritual, and professional character. In this context, the internalization of *ilahiyah* and *insaniyah* values is a key factor in the learning process, especially in microteaching courses. This study aims to examine the implementation of divine and human values in microteaching to shape prospective professional teachers with character. This study employs a descriptive qualitative method with a content analysis approach. Data were collected through observation and document analysis. The results indicate that the integration of *ilahiyah* and *insaniyah* values in microteaching is achieved through various strategies, such as providing real-life examples, crisis reflection, and reinforcing the value of honesty in teaching practices. The internalization of these values has been proven to enhance spiritual awareness, empathy, and the ability to educate students among prospective teachers. Thus, value-based microteaching not only enhances professional competence but also shapes teachers with noble character and moral responsibility toward students.

INTRODUCTION

Teachers are key actors in the educational process who play a strategic role in shaping a generation that is intelligent, virtuous, and capable of competing in the midst of the dynamics of the times (Hidayat, 2021; Sujarwo, 2024). In carrying out their duties, teachers are not only required to have professional competence in mastering learning materials, but must also be role models in moral and spiritual aspects for their students. Therefore, the integration of *ilahiyah* (divinity) and *insaniyah* (humanity) values is an important element that must be instilled from the early stages of teacher training, including in the microteaching learning process.

Microteaching is an important stage in teacher education designed to train teaching skills through practical simulations in a controlled environment (Hidayat, 2018; Lubis et al., 2019; Sukmawati, 2019; Tantowi & Ramadhan, 2009). Through this activity, students are required to practice pedagogical theory, develop learning strategies, and demonstrate effective communication skills in front of the class. However, in order for microteaching to be more than just technical training, it is

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necessary to internalize *ilabiyah* and *insaniyah* values that can shape the character and personality of prospective teachers as a whole.

Ilabiyah values are related to spirituality and the relationship between humans and God. These values form the foundation for developing individuals with integrity, sincerity in service, and an awareness of moral responsibility as educators (Dedi, 2023; Fauzi & Muali, 2018; Julita & Purnasari, 2022). Meanwhile, *insaniyah* values emphasize the importance of building harmonious relationships among fellow human beings. In the context of microteaching, these values can be internalized through various approaches, such as spiritual reflection, discussions on educational ethics, and the integration of humanistic values into lesson plans. This aims to ensure that prospective teachers do not only focus on academic achievement but also understand the importance of nurturing the character of students comprehensively.

The internalization of *insaniyah* values also encourages prospective teachers to recognize their central role as mentors, motivators, and role models. Teachers who are able to demonstrate empathy, fairness, and appreciation for the diversity of students will create a positive and inclusive learning environment (Hartono & Setiawan, 2024; Nurasih et al., 2024; Soro et al., 2024). Such an environment not only improves the effectiveness of learning but also shapes the character of students to become individuals who are respectful, responsible, and have noble character.

Thus, the integration of *ilabiyah* and *insaniyah* values in microteaching will produce prospective teachers who are not only technically and methodologically competent, but also have strong religious personalities and high ethical commitments (Ramadhani et al., 2024). Teachers with such characteristics are expected to bring significant changes to the world of education, shaping future generations who are intelligent, of noble character, and ready to face the challenges of the times with wisdom and grounded in Islamic values.

Microteaching has become a significant pedagogical approach in teacher education, serving as an important platform for prospective teachers to develop teaching skills in a structured and reflective environment. Research by Marsono et al (2024) shows that microteaching, together with peer interaction, significantly improves students' confidence in teaching, which is an important aspect in shaping professional teachers.

Additionally, microteaching plays a role in developing prospective teachers' critical thinking skills. Lestari (2019) found that through microteaching, students not only enhance their pedagogical understanding but also sharpen their critical thinking abilities. The use of the transcendental phenomenology approach in teacher education research provides deep insights into the subjective experiences of prospective teachers. Studies by Gale et al (2021); Koslouski (2022) highlight the importance of deep reflection in shaping self-confidence and effective teaching practices. To strengthen the mapping of this topic more broadly, a bibliometric analysis was conducted using VOSviewer on the keyword "microteaching" as shown in the following figure.

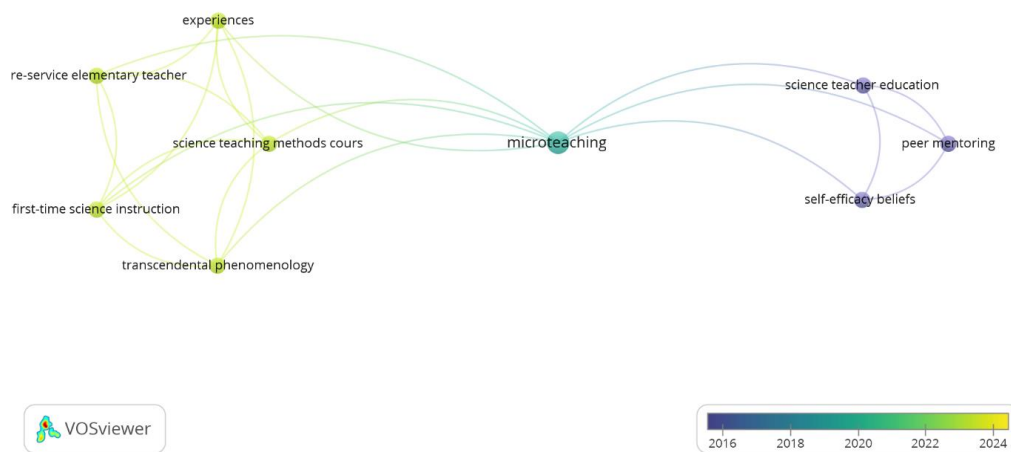


Fig 1. VOSviewer analysis based on keywords

Based on the above analysis, it is evident that research on microteaching has been extensively associated with themes such as science teacher education, peer mentoring, self-efficacy beliefs, as well as the context of first teaching experiences, pre-service teachers, and phenomenological approaches. This indicates that microteaching has been widely studied in strengthening the pedagogical competencies and professionalism of prospective teachers, particularly in science education. However, based on the results of this visualization, no explicit connection has been found between microteaching and *ilabiyah* and *insaniyah* values. This means that the integration of spiritual and human values in microteaching practices as an effort to shape professional teachers with religious and ethical dimensions remains a research gap that has not been widely explored. This is the novelty contribution of this research.

The integration of spiritual values in teacher education is becoming increasingly important. (Paramita et al (2024) emphasize that holistic education based on cultural philosophy can enhance students' cognitive, moral, and spiritual aspects. Similarly, Khozin & Firmansyah (2024) developed a holistic spiritual education model in higher education, emphasizing the importance of integrating spiritual values into the higher education curriculum. In the context of microteaching, the application of *ilabiyah* and *insaniyah* values can enrich the learning process. *Ilabiyah* values, such as awareness of God's presence in every educational action, can be instilled through reflection on teaching experiences. Meanwhile, *insaniyah* values, such as empathy and social responsibility, can be developed through peer interaction and feedback in microteaching sessions.

A study by Tuttyandari et al (2022) shows that virtual peer mentoring in microteaching classes can improve students' pedagogical and communication skills. Additionally, Aruğaslan (2025) found that self-assessment, peer assessment, and tutor assessment in online microteaching practices can enhance students' self-reflection and confidence in teaching.

Research by Mentari & Pratama (2024) shows that microteaching can enhance the self-confidence of prospective mathematics teachers in teaching. Similarly, Coşkun (2016) found that microteaching can enhance the self-confidence of prospective EFL teachers in teaching. Overall, the integration of *ilabiyah* and *insaniyah* values in microteaching can shape professional teachers who are not only pedagogically competent but also have strong moral and spiritual integrity. This is in line with a holistic educational approach that emphasizes the development of all

aspects of the individual, including spiritual and moral aspects.

METHODS

This study uses a qualitative method with a content analysis approach. The study aims to describe in depth how the internalization of divine and human values is applied in microteaching to shape prospective professional teachers. The methods used include literature review, observation, and document analysis (Agusti et al., 2018; Elo & Kyngäs, 2008; Kasmar et al., 2019). Data obtained from various methods are analyzed thematically to identify patterns and relationships between *ilahiyah* and *insaniyah* values and the development of professionalism in prospective teachers. It is hoped that the results of this analysis will provide a comprehensive overview that can serve as a reference for educational institutions in conducting microteaching based on moral and spiritual values. The internalization of these values not only helps prospective teachers develop professional competencies but also shapes their character based on moral and spiritual principles (Dacholfany et al., 2024). Thus, the microteaching program can serve as a forum that not only produces technically competent educators but also professional teachers with integrity, ethics, and the ability to positively impact student development and the broader community.

RESULT AND DISCUSSION

Internalization of *ilahiyah* and *insaniyah* values in microteaching learning

Microteaching plays a central role in shaping the pedagogical competence and personality of prospective teachers. This study found that the internalization of divine and human values in the microteaching learning process is still relatively weak. This is reflected in the lack of readiness of students when carrying out the Field Practice Program, both in terms of social adaptation and in applying Islamic values in learning activities.

Ilahiyah values, which are values derived from revelation (the Quran and Sunnah), and *insaniyah* values, which are humanistic values that grow based on consensus and social experience, are two important pillars in Islamic education (Ginting & Hamidah, 2024; Mumpuni et al., 2024). The internalization of these two values in microteaching serves as the foundation for building professional teachers who not only master technical teaching skills but also possess ethical and spiritual awareness in performing their duties.

In microteaching practice, students have not yet fully demonstrated competencies in values such as honesty (*qaulan sadidan*), wisdom (*qaulan balighan*), respect (*qaulan kariman*), and ease in delivering lessons (*qaulan maisura*), as recommended in the Quran. However, these principles are part of the basic teaching skills that must be instilled in a Muslim educator (Susanto, 2022).

Teacher professionalism and basic Islamic values

The teaching profession is a field of work that requires special skills, moral commitment, and dedication to public service. Professionalism in education is not only measured by mastery of subject matter and methods, but also by the internalization of spiritual and humanitarian values that reflect a teacher's integrity (Suardi & Juhji, 2018; Yasin, 2022). Therefore, it is important for teacher education institutions to emphasize character and value formation in the teacher education process.

Surah Ar-Rum verse 30 states that humans are created according to their fitrah, which is the potential to accept and develop values of truth:

فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا فِطْرَةَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا لَا تَبْدِيلَ لِخَلْقِ اللَّهِ ذَلِكَ الدِّينُ الْقَيِّمُ
وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

Meaning: *So direct your face toward the religion (Islam); (remain upon) the fitrah of Allah upon which He has created mankind...*

This verse reinforces the argument that *ilabiyah* and *insaniyah* values are the fundamental capital inherent in every individual and must be systematically nurtured through education, including in microteaching.

The gap between ideals and reality

Despite the existence of a core curriculum and clear competency standards, practice shows that there is still a gap between professional ideals and the reality of microteaching implementation. This is due to several factors, including weak integration of values-based curricula, low spiritual motivation among students, and a lack of role models who can transform these values into learning (Arfandi & Samsudin, 2021; Nur et al., 2024).

In addition, the rapidly developing dynamics of society require teachers to be able to adapt to the challenges of the times. Unfortunately, the development of teacher professionalism does not always keep pace with these demands, as evidenced by the low quality of graduates, a lack of appreciation for the teaching profession, and weak oversight of professional ethics violations (Nava et al., 2023; Yenti & Darmiyanti, 2023).

Strategies for strengthening values in microteaching

A comprehensive and systematic strengthening strategy is needed to address the gap in the internalization of divine and human values in microteaching. One of the main steps is to explicitly integrate Islamic values into the microteaching curriculum through the development of a Semester Learning Plan based on religious and human values. Additionally, enhancing the role of instructors as role models is crucial, where instructors not only teach theories and skills but also set an example in implementing ethical and spiritual values. Developing microteaching modules that include guidelines for instilling values during teaching practice is also a critical component to help students understand and apply these principles in real-world situations. Furthermore, the scope of microteaching learning evaluation needs to be expanded, not only measuring technical and methodological aspects but also assessing students' attitudes, moral character, and spiritual awareness during practice. With these steps, microteaching can transform into a platform for character and professional development for teachers capable of addressing modern educational challenges while remaining grounded in *ilabiyah* and *insaniyah* values. Through this strategy, it is hoped that microteaching will not only serve as a technical teaching practice but also function as a medium for developing the personality and character of prospective teachers who are professional and religious (Faizah, 2019; Munawir et al., 2022).

CONCLUSION

The internalization of *ilabiyah* and *insaniyah* values in microteaching has a strategic role in shaping professional and characterful prospective teachers. These findings show that the combination of spiritual and humanistic dimensions can

foster moral integrity and empathy in prospective teachers, so that they are not only pedagogically skilled, but also have a strong ethical foundation in carrying out their duties. The application of these values makes the learning process more meaningful, reflective, and human-centred. To achieve this, a shared commitment from supervisors and educational institutions is needed to make microteaching a sustainable vehicle for integrating values. Thus, teacher professionalism is not merely a concept but is actualized in educational practice.

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Author Contribution

Yerkhan Abduldayev: Writing-Preparation of original manuscript, Conceptualization, Visualization, **Marzni Mohamed Mokhtar:** Methodology, Improve Content, Data accuracy, Improve Language.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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