Khalifa: Journal of Islamic Education
http://kjie.ppj.unp.ac.id/index.php/kjie/index

The Challenges of Microteaching and Teaching Readiness of Students at Islamic Higher Education

Assylkhan R. Abishev[1], Arif Ridha[2], Essalihy Khalid[3]
[1]Abai Kazakh National Pedagogical University, Kazakhstan
[2]STIT Ahlussunnah Bukittinggi, Indonesia
[3]Chang'an University, China
assylkhan@abaiuniversity.edu.kz *

Article Information:
Received July 15, 2023
Revised August 18, 2023
Accepted September 9, 2023

Keywords: *Microteaching, self-directed learning, Islamic higher education*

Abstract

Microteaching is an essential component in preparing prospective teachers, yet its implementation in several Islamic Higher Education still faces various structural and pedagogical challenges. This study aims to analyze current microteaching practices and identify the factors that influence students' readiness in carrying out teaching practices. The research employed a qualitative method with a multi–case study approach. Data were collected through observations, interviews with lecturers and program chairs, and student questionnaires. The results show that microteaching classes were conducted without the support of a properly functioning laboratory, limiting students' opportunities for systematic practice. The learning process remained dominated by lectures, with minimal pre-class assignments and reflection activities. Students exhibited low levels of engagement and weak self-directed learning skills, particularly in the areas of initiative, self-management, and self-evaluation. Interview data further revealed that students were still highly dependent on lecturer guidance, while partner schools reported a lack of student readiness during teaching practice. These findings indicate a discrepancy between curriculum requirements and students' actual competencies. The study concludes that it is necessary to develop a microteaching model that integrates the principles of self-directed learning, expands opportunities for structured practice, and provides adequate learning facilities to enhance students' teaching readiness in accordance with global professional standards.

INTRODUCTION

Microteaching is an important component in teacher education because it provides students with the opportunity to practice teaching skills on a limited scale (Enama, 2021; Gocer, 2016; Sukmawati, 2019). Through this activity, students can train their ability to manage classrooms, deliver material, and receive feedback that helps improve their pedagogical skills. In the context of Islamic religious teacher education, microteaching functions not only as a technical exercise but also as a space for internalizing values that support the development of professional and character-driven educators (Curry, 2019; Jyrkiäinen et al., 2021).

The development of higher education requires students to have more independent learning abilities (Gurbutt & Gurbutt, 2015; Kridiotis & Van Wyk, 2019; Rukhsora, 2019). Self-directed learning has become an important aspect in preparing

How to cite: Abishev, A. R., Ridha, A., Khalid, E. (2023). The Challenges of Microteaching and Teaching Readiness of Students at Islamic Higher Education. *Khalifa: Journal of Islamic Education*, *7*(2), 70–77.

E-ISSN: 549-4783
Published by: Islamic Studies and Development Center Universitas Negeri Padang

prospective teachers who are able to design, implement, and evaluate learning in a reflective manner (Abu et al., 2022; Lee et al., 2014). However, in practice, some students still rely heavily on lecturers' directions or technical guidance without exploring learning strategies more deeply. This condition indicates the need for empirical studies on how self-directed learning is formed within the microteaching process.

At the same time, students' ability to manage the learning process is often influenced by their readiness, their understanding of the objectives of microteaching, and their awareness to carry out self-evaluation (Haerudin & Noor, 2022; Ichsan, 2016). This stage of self-evaluation is important because through reflection, students can identify their strengths and weaknesses in teaching. Such a process aligns with the goals of teacher education, which aims to develop educators who possess pedagogical sensitivity and are able to determine their next steps for self-development (Donnelly & Fitzmaurice, 2011).

In Islamic higher education institutions, the implementation of microteaching is also influenced by institutional context, curriculum, and the accompanying religious values (Gurbutt & Gurbutt, 2015; Ma`arif et al., 2022). The integration of technical, pedagogical, and Islamic values becomes a characteristic that distinguishes it from teacher education programs in general. Within this context, it is relevant to examine how students develop teaching readiness, self-directed learning, and reflective abilities in micro learning situations (Rahmadi & Hamdan, 2023; Ramang, 2023).

A literature mapping conducted using VOSviewer shows that research on microteaching generally discusses themes related to teaching skills, learning motivation, and student self-assessment. However, the connection between microteaching, self-directed learning, value internalization, and the context of Islamic higher education has not yet appeared strongly in the literature map. These findings indicate an area of research that remains underexplored, making it important to present studies that focus more specifically on the context of Islamic higher education.

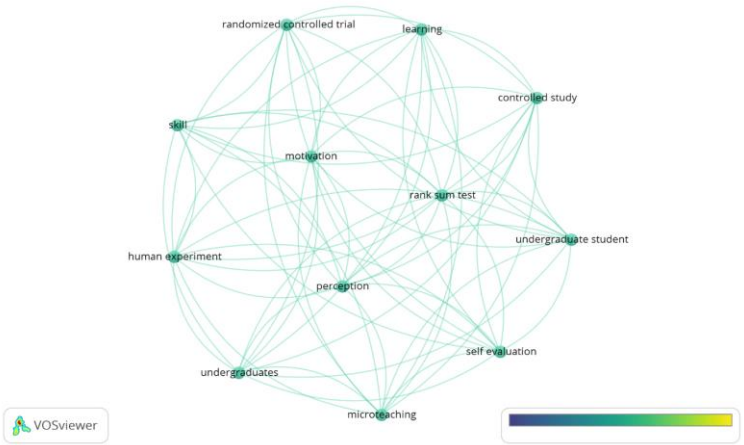

Fig 1. VOSviewer analysis results

The limitations of previous studies provide an opportunity to understand how microteaching functions not only as a means of practicing teaching skills but also as a process of shaping the academic and professional character of prospective teachers (Arsal, 2015; Ledger & Fischetti, 2020). Based on this, the present study attempts to describe how students experience the microteaching process, the challenges they encounter, and the extent to which they develop self-directed learning and self-

reflection during the course.

With this framework, the study seeks to provide a more comprehensive empirical description of the implementation of microteaching in Islamic higher education. Its main focus is to examine the relationship between students' experiences in microteaching, their level of self-directed learning, and their readiness as prospective educators. This study is expected to contribute to the development of curriculum and instructional practices for teacher candidates, particularly in aspects related to value formation and professional competence.

METHODS

This study employed a qualitative method with a multi–case study approach (Bass et al., 2018; Fletcher et al., 2015; Uiboleht et al., 2016, 2018). This approach was selected to gain an in-depth understanding of the implementation of microteaching and the factors that influence students' teaching readiness in Islamic Higher Education. Data were collected through observations and in-depth interviews. The data sources were selected using purposive sampling with the following criteria: i) directly involved in the microteaching process; ii) knowledgeable about the dynamics of learning; iii) willing to provide information; and iv) possessing relevant experience (Engkizar et al., 2023; Engkizar et al., 2022).

Observations were conducted over several microteaching sessions to identify patterns of instructional implementation, the use of facilities, lecturer–student interactions, and the level of student engagement. In addition to observations, interviews were conducted with six microteaching lecturers and one head of the study program. The interviews focused on teaching strategies, student readiness, implementation challenges, and feedback from partner schools regarding students' teaching practice. All interviews were recorded and transcribed verbatim. All data were analyzed using Miles and Huberman's thematic analysis (Akalibey et al., 2023).

RESULT AND DISCUSSION

The analysis of microteaching implementation at Islamic Higher Education indicates several systemic challenges that affect students' teaching readiness. Observations showed that microteaching sessions were conducted in regular classrooms instead of the designated microteaching laboratory, as the laboratory was not functioning during the observation period. The lack of adequate facilities limited opportunities for structured practice and reduced the realism of teaching simulations. In several sessions, the number of students reached 30–40, which significantly reduced opportunities for teaching practice. Only a small number of students were able to practice, while others participated mainly as passive observers.

The learning process was still dominated by one-way lectures, and lecturers rarely assigned pre-class tasks such as lesson plans, reading summaries, or concept maps. One lecturer stated, "*We usually explain the material directly because time is limited. Only a few students can practice in each session.*" This reliance on lectures reduced opportunities for reflection, independent preparation, and feedback-based improvement. The observations also identified several technical issues, such as delays in setting up projectors and inconsistent instructional flow, which further reduced practice time.

Students demonstrated low levels of engagement and initiative. Most did not bring microteaching reference books, seldom took notes, and rarely participated in discussions. Some appeared unfocused, checked their phones, or looked tired, especially during afternoon sessions. These findings align with the questionnaire

results, which indicate low levels of self-directed learning in three main areas: learning initiative, self-management, and self-evaluation (Arsal, 2015; Asril et al., 2018; Tangkin, 2022). A total of 68% of students reported that they "rarely" or "never" practiced microteaching independently outside class hours, while 72% stated that they "did not routinely review lecture material" after class. Most students also reported low confidence in their teaching abilities (Noh et al., 2014; Trail, 2022).

Interviews with lecturers further supported these findings. One lecturer noted, "Many students depend heavily on what is provided in class. They rarely prepare a teaching scenario unless instructed." Another added, "*When asked to perform a brief simulation, they often say they are not ready or have not prepared anything.*" This reflects a strong dependence on lecturer guidance.

The head of the study program also mentioned that partner schools reported limited readiness among students during their teaching practicum. He explained, "*Some schools noted that our students were not fully prepared when teaching. They need stronger microteaching experience before entering real classrooms.*" This institutional feedback confirms that current microteaching practices have not fully achieved the expected competencies.

Overall, findings from the observations, questionnaires, and interviews indicate that the implementation of microteaching is not yet supported by adequate facilities, systematic practice opportunities, or strong emphasis on independent learning behaviors (Altan et al., 2019; Perry et al., 2023). These factors contribute to students' low readiness for teaching practicum in schools. The findings show that the current microteaching model has not been effective in helping students develop the basic competencies needed for teaching readiness. Limited practice opportunities and the non-functioning microteaching laboratory weaken the experiential aspect that is central to pedagogical learning. Based on adult learning and andragogical principles (e.g., Knowles), self-directed learning and student initiative are essential for skills development (Charungkaittikul & Henschke, 2018; Egizii, 2015; Loeng, 2020). However, students' passive behavior, lack of preparation, and weak self-evaluation indicate that these principles have not been well integrated into the learning environment.

The dominance of lecture-based teaching strengthens students' dependence on lecturers and reduces opportunities for active learning, even though microteaching inherently requires practice, engagement, and continuous feedback. Previous studies Din et al (2016); Morris (2019); Robinson & Persky (2020) also emphasize that learning environments that do not support self-directed learning tend to produce students who are less confident and less adaptive to real classroom situations. In this study, the absence of pre-class assignments and systematic reflection activities impeded the development of students' self-regulation and metacognitive awareness (Geng et al., 2019; Morris, 2019; Van Woezik et al., 2019).

Feedback from partner schools further highlights the gap between curriculum expectations and students' actual competencies. Reports of hesitation or unpreparedness during teaching practicum suggest that the microteaching course has not sufficiently bridged the gap between theory and field requirements. This finding aligns with international literature, which stresses that microteaching is effective when conducted intensively, repeatedly, and accompanied by constructive feedback.

Another important aspect is the role of learning facilities. The non-functioning microteaching laboratory represents a structural barrier that reduces the quality of teaching simulations. Facilities that allow video recording, peer assessment, and repeated practice are recognized in global research as essential for enhancing

reflective teaching skills (Gurbutt & Gurbutt, 2015; Ramang, 2023). Without such facilities, teaching simulations become less structured, less authentic, and less effective.

Overall, the findings suggest the need to redesign the microteaching model by integrating self-directed learning principles, expanding structured practice opportunities, strengthening feedback and reflection cycles, and ensuring the availability of a fully functional laboratory. An improved model is expected to align with global standards in teacher education and better support students' professional readiness for teaching practice.

CONCLUSION

This study indicates that the implementation of microteaching in Islamic Higher Education has not been effective in developing students' teaching readiness. Limitations in laboratory facilities, disproportionate class sizes, and limited opportunities for practice have prevented students from gaining sufficient teaching experience. The dominance of lecture-based methods and the low level of self-directed learning further widen the gap between curriculum expectations and students' actual competencies. Therefore, a more structured and practice-oriented redesign of microteaching, supported by adequate facilities, is needed to enhance the professional readiness of prospective teachers.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author Contribution

Assylkhan R. Abishev: Writing-Preparation of original manuscript, Conceptualization, Visualization, **Arif Ridha:** Investigation, Methodology, Improve Content, **Essalihy Khalid:** Data accuracy, Improve Language.

AI Statement

The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of Interest

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.

Publisher'sand Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of Khalifa: Journal of Islamic Education that there is no conflict of

interest towards this article publication.

REFERENCES

Abu, S. H. N., Saraha, A. R., & Ibrahim, F. (2022). SDBL-Prodeo (Self-Directed Belended Learning-oriented Prodeo) Design and Validation to Improve Digital Literacy Chemistry Teacher Candidate Students. *EduLine: Journal of Education and Learning Innovation*, *2*(4), 406–414. https://doi.org/10.35877/454RI.eduline1203

Akalibey, S., Ahenkan, A., Duho, K. C. T., Maloreh-Nyamekye, T., & Schneider, J. (2023). Drivers of green economy in an emerging market: Generic and sector-specific insights. *Journal of Cleaner Production*, *425*. https://doi.org/10.1016/j.jclepro.2023.138857

Altan, S., Lane, J. F., & Dottin, E. (2019). Using Habits of Mind, Intelligent Behaviors, and Educational Theories to Create a Conceptual Framework for Developing Effective Teaching Dispositions. *Journal of Teacher Education*, *70*(2), 169–183. https://doi.org/10.1177/0022487117736024

Arsal, Z. (2015a). The effects of microteaching on the critical thinking dispositions of pre-service teachers. *Australian Journal of Teacher Education*, *40*(3), 140–153. https://doi.org/10.14221/ajte.2014v40n3.9

Arsal, Z. (2015b). The effects of microteaching on the critical thinking dispositions of pre-service teachers. *Australian Journal of Teacher Education*, *40*(3), 140–153. https://doi.org/10.14221/ajte.2014v40n3.9

Asril, Z., Efendi, Z. M., Berlian, E., & Jama, J. (2018). Microteaching Program Based on Islamic Values. *Proceedings of the International Conference on Islamic Education (ICIE 2018)*. https://doi.org/10.2991/icie-18.2018.14

Bass, J. M., Beecham, S., & Noll, J. (2018). Experience of industry case studies. *Proceedings of the 6th International Workshop on Conducting Empirical Studies in Industry*, 13–20. https://doi.org/10.1145/3193965.3193967

Charungkaittikul, S., & Henschke, J. (2018). Applying an Andragogical Approach to Foster Lifelong Self-Directed Learning in the 21st Century Higher Education Classroom Settings. *Journal of Educational Leadership in Action*, *5*(2). https://doi.org/10.62608/2164-1102.1040

Curry, K. (2019). Tele-ED: Professional Development Support for Belizean Educators. *Proceedings of the 2019 AERA Annual Meeting*. https://doi.org/10.3102/1439181

Din, N., Haron, S., & Rashid, R. M. (2016). Can Self-directed Learning Environment Improve Quality of Life? *Procedia - Social and Behavioral Sciences*, *222*, 219–227. https://doi.org/10.1016/j.sbspro.2016.05.150

Donnelly, R., & Fitzmaurice, M. (2011). Towards productive reflective practice in microteaching. *Innovations in Education and Teaching International*, *48*(3), 335–346. https://doi.org/10.1080/14703297.2011.593709

Egizii, R. (2015). Self-directed Learning, Andragogy and the Role of Alumni as Members of Professional Learning Communities in the Post-secondary Environment. *Procedia - Social and Behavioral Sciences*, *174*, 1740–1749. https://doi.org/10.1016/j.sbspro.2015.01.832

Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, *6*(4), 196–210. https://doi.org/https://doi.org/10.24036/ijmurhica.v6i4.321

Engkizar, Engkizar, Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul

Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, *1*(1), 54–67. https://doi.org/10.24036/insight.v1i1.27

Enama, P. R. B. (2021). Student Teachers' Competence in Lesson Planning During Microteaching. *Journal of Teacher Education and Educators*, *10*(2), 341–368.

Fletcher, A. J., MacPhee, M., & Dickson, G. (2015). Doing Participatory Action Research in a Multicase Study. *International Journal of Qualitative Methods*, *14*(5). https://doi.org/10.1177/1609406915621405

Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, *16*(1), 17. https://doi.org/10.1186/s41239-019-0147-0

Gocer, A. (2016). Assessment of the Opinions and Practices of Student Teachers on Micro-Teaching as a Teaching Strategy. *Acta Didactica Napocensia*, *9*(2), 33–46. https://doi.org/https://eric.ed.gov/?id=EJ1112392

Gurbutt, D. J., & Gurbutt, R. (2015). Empowering students to promote independent learning : A project utilising coaching approaches to support learning and personal development. *Journal of Learning Development in Higher Education*, *8*. https://doi.org/10.47408/jldhe.v0i8.225

Haerudin, W., & Noor, T. (2022). Internalization of the Values of Religious Character in Learning Activities as an Effort of Characteristics Islamic Manners. *Al-Afkar, Journal For Islamic Studies*, *5*(1), 268–280. https://doi.org/10.1088/1751-8113/44/8/085201

Ichsan, M. (2016). Psikologi Pendidikan Dan Ilmu Mengajar. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, *2*(1), 60. https://doi.org/10.22373/je.v2i1.691

Jyrkiäinen, A., Stüber, O., & Mäkinen, M. (2021). Student teachers creating space for teacher educators' reflection and professional development. In *Exploring Professional Development Opportunities for Teacher Educators* (pp. 53–68). Routledge. https://doi.org/10.4324/9781003160052-4

Kridiotis, C. A., & Van Wyk, C. (2019). A critical reflection by participants on microteaching as a learning experience for newly appointed health professions educators. *African Journal of Health Professions Education*, *11*(2), 41. https://doi.org/10.7196/AJHPE.2019.v11i2.1103

Ledger, S., & Fischetti, J. (2020). Micro-teaching 2.0: Technology as the classroom. *Australasian Journal of Educational Technology*. https://doi.org/10.14742/ajet.4561

Lee, K. S., Tsai, P. S., Chai, C. S., & Koh, J. H. L. (2014). Students' perceptions of self-directed learning and collaborative learning with and without technology. *Journal of Computer Assisted Learning*, *30*(5), 425–437. https://doi.org/10.1111/jcal.12055

Loeng, S. (2020). Self-Directed Learning: A Core Concept in Adult Education. *Education Research International*, *2020*, 1–12. https://doi.org/10.1155/2020/3816132

Ma`arif, M. A., Rofiq, M. H., & Sirojuddin, A. (2022). Implementing Learning Strategies for Moderate Islamic Religious Education in Islamic Higher Education. *Jurnal Pendidikan Islam*, *8*(1), 75–86. https://doi.org/10.15575/jpi.v8i1.19037

Morris, T. H. (2019a). Adaptivity Through Self-Directed Learning to Meet the Challenges of Our Ever-Changing World. *Adult Learning*, *30*(2), 56–66. https://doi.org/10.1177/1045159518814486

Morris, T. H. (2019b). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, *65*(4), 633–653.

https://doi.org/10.1007/s11159-019-09793-2
Noh, M. A. C., Tamuri, A. H., Razak, K. A., & Suhid, A. (2014). The study of quranic teaching and learning: United Kingdom experience. *Mediterranean Journal of Social Sciences*, *5*(16), 313–317. https://doi.org/10.5901/mjss.2014.v5n16p313
Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2023). Investigating teacher-student interactions that foster self-regulated learning. In *Using Qualitative Methods To Enrich Understandings of Self-regulated Learning: A Special Issue of educational Psychologist* (pp. 5–15). https://doi.org/10.4324/9781410608529-2
Rahmadi, R., & Hamdan, H. (2023). Religious Moderation in the Context of Islamic Education: A Multidisciplinary Perspective and its Application in Islamic Educational Institutions in Indonesia. *Khazanah: Jurnal Studi Islam Dan Humaniora*, *21*(1), 59–82. https://doi.org/10.18592/khazanah.v21i1.8487
Ramang, R. (2023). Microteaching Learning Strategies and Their Roles to Improve Teaching Ability of Teacher Students at Islamic Higher Education. *Journal of Innovation in Educational and Cultural Research*, *4*(1), 109–121. https://doi.org/10.46843/jiecr.v4i1.468
Robinson, J. D., & Persky, A. M. (2020). Developing Self-Directed Learners. *American Journal of Pharmaceutical Education*, *84*(3), 847512. https://doi.org/10.5688/ajpe847512
Rukhsora, K. (2019). Formation of Students' Independent Research Skills and Abilities in The Learning Process. *Indonesian Journal of Education Methods Development*, *8*. https://doi.org/10.21070/ijemd.v5i1.118
Sukmawati, R. (2019). Analisis kesiapan mahasiswa menjadi calon guru profesional berdasarkan standar kompetensi pendidik. *Jurnal Analisa*, *5*(1), 95–102. https://doi.org/10.15575/ja.v5i1.4789
Tangkin, W. P. (2022). Analisis Microteaching Tahap Pembukaan Pada Mahasiswa Pgsd Dalam Mata Kuliah Psap Matematika Sd. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *11*(4), 1185. https://doi.org/10.33578/jpfkip.v11i4.9091
Trail, B. A. (2022). Twice-Exceptional gifted children: Understanding, teaching, and counseling gifted students. In *Twice-Exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students*. Routledge. https://doi.org/10.4324/9781003261216
Uiboleht, K., Karm, M., & Postareff, L. (2016). How do university teachers combine different approaches to teaching in a specific course? A qualitative multi-case study. *Teaching in Higher Education*, *21*(7), 854–869. https://doi.org/10.1080/13562517.2016.1183615
Uiboleht, K., Karm, M., & Postareff, L. (2018). The interplay between teachers' approaches to teaching, students' approaches to learning and learning outcomes: a qualitative multi-case study. *Learning Environments Research*, *21*(3), 321–347. https://doi.org/10.1007/s10984-018-9257-1
Van Woezik, T., Reuzel, R., Koksma, J., & Serpa, S. (2019). Exploring Open Space: A self-directed learning approach for higher education. *Cogent Education*, *6*(1). https://doi.org/10.1080/2331186X.2019.1615766