




Implementation of Microteaching Based on Self-Directed Learning

Rika Fitri¹, Zainal Asril¹, Ahmad Sabri¹, Remiswal¹, Firdaus¹, Muhammad Zalnur¹

¹Universitas Islam Negeri Imam Bonjol, Indonesia

 rikafitrisyah@gmail.com *

Abstract

The development of Microteaching Learning Strategies Based on Self-Directed Learning in Private Islamic Religious Universities is motivated by lecturers who teach Microteaching courses in the teaching process is still conventional, facilities and infrastructure are still limited which has an impact on the quality of student understanding of microteaching learning is low so that when students plunge into the field for field practice less able to teach. This study aims to describe the application of microteaching based on Self-Directed Learning in supporting learning independence and improving teaching competence of prospective teacher students. This research uses a qualitative method with a case study approach. Data sources were taken through in-depth interviews with twelve informants. All data were thematically analyzed using the Miles & Huberman Interactive Analysis Model technique. The results showed that the implementation of microteaching based on Self-Directed Learning was able to encourage students to learn independently, develop reflective skills, and improve teaching skills and critical thinking. Students showed active involvement in planning, implementing learning practices, and evaluating themselves through feedback from peers and lecturers. The learning module used is considered practical, systematic, and able to facilitate an independent and directed learning process.

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INTRODUCTION

Teacher education in the 21st century is faced with increasingly complex challenges. Globalization, technological advances, and social change demand the presence of human resources who are not only academically proficient, but also able to think critically, creatively, and adaptively to change (Partono et al., 2021; Rahayu et al., 2022; Wijaya, 2023). In this context, teachers as the main agents of educational transformation need to be equipped with pedagogical, interpersonal, and reflective skills to continuously develop themselves. The process of forming professional teachers is not sufficient only through theoretical learning, but requires a practical approach that allows prospective teachers to be directly involved in teaching simulations and continuous self-evaluation (Akbar, 2021; Sugiharti & Oktaviana, 2023).

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One form of practical training commonly used in pre-service teacher education is microteaching (Asril et al., 2018). It provides a space for students to practice basic teaching skills, such as opening lessons, delivering material, providing reinforcement, and closing lessons, in a more focused and small-scale atmosphere (Moy et al., 2016). Microteaching is generally carried out in special classes with lecturer assistance, and has become an important part of preparing students before facing field practice in schools. However, the implementation of microteaching is still often done conventionally. Students tend to follow lecturers' directions passively, lack control in designing the learning process, and focus more on completing assignments rather than on developing teaching skills reflectively and independently (Arsal, 2015).

This condition shows that the learning approach in microteaching still needs to be developed to be more relevant to the characteristics of 21st century learning. One approach that can be considered is Self-Directed Learning, which is a learning approach that places students as the main managers in their learning process. Students with the Self-Directed Learning approach are stimulated to design their own learning goals, choose appropriate learning strategies, and evaluate their learning outcomes independently (Widyasari, 2017). In the context of teacher education, this ability is very important so that prospective teachers do not depend on instruction alone, but are able to develop sustainably according to the needs and challenges in the field (Akinsete et al., 2022; Alam et al., 2022).

The integration of the Self-Directed Learning approach into microteaching opens up opportunities for students not only to be the implementers of teaching practice, but also as designers and assessors of their own learning process (Nurwanto & Rijalul Alam, 2018). Students can determine what skills they want to improve, choose appropriate methods, and reflect on the strengths and weaknesses of their practice. This process has the potential to foster learning independence, responsibility, and improve students' pedagogical competence in more depth. However, based on initial observations, the implementation of microteaching based on Self-Directed Learning is still rarely applied systematically, especially in Perguruan Tinggi Keagamaan Islam Swasta. The microteaching practices that take place tend to be administrative routines and have not touched on strengthening students' reflective capacity optimally.

Another problem that arises is the low mastery of basic teaching skills of prospective teachers. Various studies show that students often experience problems in managing the class, designing learning media, choosing the right method, and difficulties in delivering material effectively (Maideja et al., 2023; Mardiana et al., 2021; Nopriza et al., 2021). Even in microteaching practice, students tend to only listen or practice limited, while some others have not gained complete experience in compiling a syllabus or designing teaching media. This reinforces the urgency to bring innovation in the implementation of microteaching to better support the development of students' professionalism as a whole (Mentari & Pratama, 2024).

Self-Directed Learning is considered capable of encouraging students to be more active and reflective in learning. Through this approach, students are invited to experience the learning process as an experience that they manage themselves. These skills are not only useful in the academic context, but also in long-term character and professionalism development (Dewi et al., 2023; Zein, 2016). Thus, it is necessary to conduct further studies on how the application of microteaching based on Self-Directed Learning can support the strengthening of teaching

competencies of prospective teacher students, especially in the environment of Perguruan Tinggi Keagamaan Islam Swasta VI West Sumatra. In addition to answering the need for learning innovation, this study is also expected to contribute to the development of a microteaching curriculum that is more contextual and relevant to the demands of the times.

LITERATURE REVIEW

The application of self-directed learning model in digital learning and microteaching shows significant development in educational research. [Sotiriou et al \(2020\)](#) developed a guided inquiry-based e-learning module on elemental abundance material for senior high school students and concluded that the module was valid and practical to use. Previously, [Probowati et al \(2023\)](#) designed an interactive e-module in the microteaching course at the Sekolah Tinggi Agama Islam (STAI) Sulthan Syarif Hasyim Siak Sri Indrapura Riau and obtained “very valid” results from the validation of material and media experts. Similar results were found by [Butar et al \(2024\)](#), who developed a self-directed learning-based electronic module for welding subjects and recorded positive responses from teachers and students as well as high material effectiveness.

Furthermore, a number of international studies have shown the significant contribution of microteaching to teachers' professional development. [Eluwole et al \(2022\)](#) emphasized that learner-oriented microteaching can improve the teaching readiness of prospective teachers in professional education. Ghanaguru et al. (2013) highlighted the role of microteaching and lesson planning in building teachers' confidence during training. This view is reinforced by [Enama \(2021\)](#), who states that microteaching is an efficient technique for practicing teaching skills, especially in the early stages of the teaching profession. [Vossoughi et al \(2016\)](#) also showed that a peer-based microteaching approach is effective in improving the pedagogical competence of prospective teachers.

At the national level, various technology-based innovations have been integrated into microteaching practices. [Sulistyo \(2017\)](#) developed a WhatsApp-based application to support students' independent learning in microteaching courses and showed positive potential for learning engagement. Meanwhile, [Husniati et al \(2022\)](#) used webtoon media as an interactive learning strategy to improve students' teaching skills in the same course, while identifying challenges and solutions in its implementation. These findings indicate a positive trend in the use of digital media as an alternative in teaching skills training.

The self-directed learning model is also proven to have a positive impact on students' learning independence and learning outcomes. [Chikeme et al \(2024\)](#) reported that students who followed the self-directed learning model showed significantly higher independence and natural science learning achievement compared to students who followed conventional learning. [Prayogi & Prihatin \(2024\)](#) noted an increase in students' economic learning outcomes with high N-Gain scores after the application of the self-directed learning model. Similarly, [Abu et al \(2022\)](#) found that elementary school students who were guided with the self-directed learning model had higher achievement in math learning outcomes compared to the conventional model. In general, the self-directed learning model supports the development of students' learning autonomy and improved academic achievement.

[Mergler & Tangen \(2010\)](#) added perspectives from prospective teachers

regarding microteaching as a means to develop effective teaching skills. The study showed that when microteaching was combined with self-directed learning principles, the results were able to improve pedagogical reflection and teaching readiness (Rahayu et al., 2022; Wyananda et al., 2022). Overall, these studies provide a strong foundation to further examine the synergy between self-directed learning, microteaching, and digital technology in the context of teacher education and training.

METHODS

This research uses a qualitative method with a case study approach (Atmowardoyo, 2018; Engkizar et al., 2023; Saldaña, 2020). Data sources were taken from thirty informants through in-depth interviews selected using purposive sampling technique, while the selected informants met four criteria, namely understanding the problem under study, still active in the field under study, having time to provide information to researchers, and providing information in accordance with the facts that occurred in the field (Engkizar et al., 2025). To fulfill the criteria as an informant, all informants are active students who choose microteaching classes at private Islamic religious universities. After the interviews were taken to all informants, the transcript process was carried out, then the author took themes that were in accordance with the research needs. According to (Castleberry & Nolen, 2018; Christou, 2022; Engkizar et al., 2024) thematic analysis with NVivo software is an effective way for a researcher to analyze interview results so that they can be seen in detail and in depth.



Fig 1. Research Flow

RESULT AND DISCUSSION

Based on the results of the author's interviews with twelve informants, the analysis found six themes related to the implementation of self-directed learning microteaching. To be clearer, the six themes can be seen in Figure 2 below:

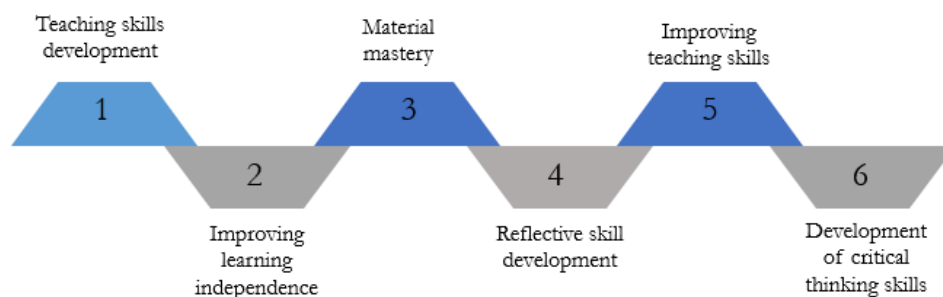


Fig 2. The implementation of self-directed learning microteaching

Teaching skills development

Microteaching provides students with the opportunity to experience teaching on a small scale before entering the real classroom. Through this practice, students can learn various learning techniques, design teaching strategies, and evaluate the effectiveness of the methods used. This activity also helps students understand the importance of systematic and measurable learning planning. As explained by one of the following informants;

"I feel more confident after trying to teach using this module. The steps are clear, so I know what to do from the beginning to the end of the practice" (Informant).

With direct involvement in teaching practice, students slowly begin to understand the dynamics of interaction between teachers and students. They learn to deliver material effectively, use teaching aids, and adjust teaching styles to the characteristics of students. All of this forms a strong foundation in the development of their teaching skills as prospective teachers (Junaidi et al., 2023; Sulistyaningrum et al., 2019).

Improving learning independence

Self-Directed Learning encourages students to be more independent in managing their learning process. In this context, students are responsible for planning, implementing and evaluating their own learning. This approach not only increases self-confidence, but also forms proactive learning habits. One informant revealed that;

"Usually I wait for the lecturer's direction, but with this module I got used to making my own plans. It feels like I'm really learning to be a teacher" (Informant).

Through self-directed learning, students get used to setting learning goals, finding additional learning resources, and evaluating their own learning outcomes. This makes the learning process more meaningful because it comes from personal awareness and needs. Students are also more motivated to improve their shortcomings and achieve the set competency standards.

Material mastery

Microteaching based on self-directed learning provides space for students to understand and master the material more deeply. By studying the material independently before teaching practice, students have time to explore important concepts related to the learning topic. As explained by one of the following informants;

"The module is enough to help me understand the material. There are self-assignments that make me have to really read and look for additional references," (Informant).

In addition, mastery of the material is strengthened through the activities of preparing lesson plans, designing teaching media, and answering questions from peers during microteaching sessions. All of these processes encourage students to really understand the learning content, not just memorize the material.

Reflective skill development

Microteaching activities do not only focus on the implementation of teaching, but also on self-evaluation after the practice takes place. Students are invited to reflect on their strengths and weaknesses during teaching. This encourages them to think critically about their own performance. As explained by one of the following informants;

"The reflection at the end of the session made me realize my own mistakes. I used to never assess myself after practice, but now I am more sensitive," (Informant).

Feedback from peers and lecturers is an important component in this reflective process. Through open discussions and constructive suggestions, students learn to see their teaching process from another perspective. Thus, they can design more appropriate improvement steps.

Improving teaching skills

The implementation of microteaching based on self-directed learning contributes positively to improving students' teaching skills. The direct experience of designing and implementing learning makes them better prepared to face real situations in the field. They learn to manage classes, prepare assessments, and adjust learning methods. As explained by one of the following informants;

"After several practices with this module, I began to dare to explore my own methods. Not just following the examples from the lecturer," (Informant).

With self-directed learning, students do not just wait for instructions from lecturers, but actively seek appropriate learning solutions and alternatives. This creates a dynamic learning environment and encourages innovation in the teaching strategies used.

Development of critical thinking skills

Through microteaching based on self-directed learning, students are encouraged to analyze each step in the learning process. They have to consider the effectiveness of the method, the relevance of the material, and the response of the learners. This process hones their critical thinking skills. As explained by one of the following informants;

"Group discussions and giving each other input make me think, why do I use this method, or why not use something else. So I am more critical now" (Informant).

Discussion and reflection activities after microteaching practice are also an important arena for developing critical thinking. Students learn to express opinions based on observations and data, and receive feedback to improve themselves objectively.

The implementation of microteaching based on Self-Directed Learning begins with the preparation of learning tools that have gone through a review process by the lecturer to ensure the suitability of the content and flow of activities. This device is designed to provide systematic guidance and encourage students to be able to organize and carry out learning activities independently. Some lecturers reported that the steps are clear enough and able to facilitate students in completing microteaching tasks more purposefully, without relying on full guidance from lecturers (Geng et al., 2019; Lee et al., 2014; Mamluah et al., 2024).

In terms of implementation, this approach is considered efficient and easy to implement in existing learning environments. Students can follow the activities in stages, from planning to teaching practice, and are able to reflect on their experiences in the process. They also showed independence in doing tasks, self-evaluating, and receiving peer feedback as part of improving their teaching skills. The limited implementation showed positive results, and the wider trial showed student initiative in designing lessons and being actively involved in group discussions and brainstorming (Kelirik, 2019; Lubis & Hanafiah, 2017; Sundari & Muliyawati, 2017).

This approach also encourages students to increase their critical thinking capacity and learning responsibility. They are accustomed to evaluating learners' needs, developing teaching materials, and reorganizing lesson plans based on feedback received (Fauzan & Setiawan, 2023; Marito & Riani, 2022). Their response to this experience tends to be positive, as they feel freer in managing learning and not

entirely dependent on lecturers' direction. This process also provides opportunities for students to grow as future teachers who do not only focus on technical aspects, but also develop a reflective awareness of their practice.

Overall, the implementation of microteaching based on self-directed learning supports the formation of individuals who are independent, reflective, and open to self-development. Although it shows promising results, this approach still requires initial assistance, especially for students who are not accustomed to self-directed learning. By strengthening this aspect, the implementation process can continue to be refined so that it contributes more optimally to students' readiness to carry out their roles as educators in the future (Engkizar et al., 2022).

CONCLUSION

The implementation of microteaching based on Self-Directed Learning provides space for student teachers to learn independently and take responsibility for their learning process. This approach encourages active engagement, self-reflection and continuous improvement in teaching practice. Students become more open to feedback and able to work collaboratively with peers. Critical thinking skills and adaptation to learning needs are also developed. Overall, this approach supports the formation of future educators who are competent, reflective and ready to face professional challenges.

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