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Micro teaching as a means of profesionalism development for prospective islamic education teachers

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Abstract. *This research examines the application of micro teaching as a method to increase the professionalism of prospective teachers in the field of Islamic Education. The background to this research highlights how important it is to develop teaching skills, pedagogical abilities and professional attitudes for prospective educators before they undertake teaching practice in schools and madrasas. The aim of this research is to understand in depth the role, implementation and various challenges faced in micro teaching in the context of increasing the professionalism of prospective Islamic Education educators. The approach taken in this research is qualitative with a literature study method. Data was obtained from books, journals, articles and other sources relevant to the topic of micro teaching and teacher professionalism in Islamic Education. Data analysis was carried out using a qualitative descriptive method, which includes collecting, grouping and interpreting data systematically. The research results show that micro teaching plays a vital role in developing pedagogical skills, communication skills, classroom management, use of learning media, as well as discipline and responsibility of prospective Islamic Education educators. Apart from that, micro teaching also helps students build self-confidence and readiness to teach before they enter the world of education professionally. However, in its implementation, micro teaching faces a number of challenges, such as low student self-confidence, limited use of learning technology, and suboptimal time management in the teaching process. Support and guidance from higher education institutions is needed so that the implementation of micro teaching can be more effective. Therefore, micro teaching functions as an important means to prepare prospective Islamic Education educators who are professional, competent, and ready to face challenges in the era of modern education in accordance with Islamic principles.*

Keywords: Micro Teaching, Teacher Professionalism, Islamic Education, PAI Teacher Candidates

INTRODUCTION

Teacher professionalism is an important factor in improving the quality of education, especially in Islamic Religious Education learning in schools and madrasas. Teachers not only play a role in conveying lesson material, but also guide students in the formation of character, morals and Islamic values. Prospective Islamic Education teachers need to be prepared through a learning process that is able to develop pedagogical, social, personality and professional competencies in a balanced manner. One of the efforts used by universities to train these abilities is through micro teaching activities. This activity provides students with the opportunity to practice basic teaching skills before going directly into the actual educational environment (Hatta, n.d.). Gradual teaching practice, students are expected to be able to understand the responsibilities of the teacher profession and be better prepared to face various challenges of modern learning in schools. This activity helps students increase their self-confidence and communication skills when teaching.

Micro teaching is a learning model designed to train students' basic teaching skills in simple and controlled situations. Through this activity, students learn to open learning, explain material,

use learning media, manage the class, and evaluate learning effectively. In Islamic education, micro teaching not only emphasizes academic abilities, but also instills attitudes of discipline, responsibility, patience and teaching ethics in accordance with Islamic values. (Hidayah, 2018) Teaching practices carried out in stages help students understand classroom conditions before facing students directly at school. Apart from that, supervisors can provide criticism and suggestions to improve student deficiencies during practice. Micro teaching is an important tool in forming prospective Islamic Education teachers who are competent, professional, and able to carry out learning well in accordance with national education goals. This activity also trains students' speaking skills so they are more confident when presenting learning material.

There are still many prospective Islamic Education teachers who experience difficulties when practicing teaching in the classroom. Some students lack confidence when explaining the material, are not able to master the class well, and have difficulty determining learning methods that suit students' needs. This condition shows that teaching skills are not simply obtained through lecture theory, but also require continuous practice. Through micro teaching activities, students are given the opportunity to understand various learning situations before carrying out field practice at school. The repeated practice process helps students improve their speaking skills, mastery of the material, and skills in using learning media. With evaluations from lecturers and peers, students can identify deficiencies that need to be corrected in order to become professional and qualified Islamic education teachers in carrying out the learning process. This training helps shape students' mental readiness in facing educational challenges in the current era. Research regarding micro teaching as a means of developing the professionalism of prospective Islamic Education teachers is important to carry out. This research focuses on how micro teaching activities help students improve basic teaching skills, build professional attitudes, and understand their responsibilities as Islamic educators. Apart from that, this research also discusses various challenges faced by students during teaching practice in the lecture environment. Through this research, it is hoped that students will be able to understand the importance of teaching practice as part of the process of forming teacher competency. It is hoped that the research results will provide benefits for universities in improving the quality of micro teaching learning to make it more effective and focused. Micro teaching activities are not only practical subjects, but also a strategic tool in forming competent and professional Islamic Education teacher candidates. This is important to support the creation of quality Islamic learning for all students in schools (Siti Fatima & Waqiatul Masrurah, 2025).

METHOD

The research method used in this research is a qualitative method with the type of library research. This research was carried out by collecting various sources of data originating from books, scientific journals, articles, as well as the results of previous research related to micro teaching and the professionalism of prospective Islamic Education teachers. A qualitative approach was used because this research aims to understand in depth the role of micro teaching in improving pedagogical abilities, teaching skills and professional attitudes of prospective Islamic Education teacher students. Through literature research, researchers can obtain relevant information regarding the concept, implementation, benefits and challenges of micro teaching in the learning process. Thus, it is hoped that this method will be able to provide a clear picture of the importance of micro teaching as a means of developing the professionalism of prospective Islamic Education teachers in higher education. This research also emphasizes the importance of teaching readiness before field practice is carried out.

The data collection technique in this research was carried out through documentation studies by reviewing various relevant literature according to the research topic. Data was obtained from educational books, scientific journals, academic articles, and other reference sources that discuss micro teaching and the professionalism of prospective Islamic Education teachers. After the data was collected, the researcher carried out analysis using qualitative descriptive techniques through the process of reading, understanding, grouping and interpreting the data systematically. This analysis aims to gain a deeper understanding of the role of micro teaching in forming pedagogical competencies and professional attitudes of prospective Islamic Education teachers. The research results are then presented descriptively in order to be able to provide clear and directed information regarding the importance of micro teaching as a means of forming competent, professional and qualified Islamic education teachers. It is hoped that this research can become a reference for developing micro teaching learning in modern Islamic

universities.

RESULT AND DISCUSSION

The Concept of Micro Teaching in Islamic Education

The concept of micro teaching in Islamic education is an important part in the process of forming the competency of prospective teachers before carrying out direct learning practices at school. Micro teaching is understood as a small-scale teaching practice activity which aims to train students' basic teaching skills in a gradual and directed manner. In Islamic education, this activity is not only oriented towards mastering subject matter, but also instills moral values, ethics and responsibility as an educator. Through micro teaching, students can understand how to open learning, deliver material, use learning media, and carry out evaluations effectively. This activity is a training tool that helps students increase their self-confidence and communication skills when in front of the class. Thus, micro teaching has an important role in supporting the formation of professional and quality Islamic education teachers (Agung Nugrahaning Gusti et al., 2026). Apart from that, this activity helps students understand the learning conditions before facing real students directly.

In Islamic education, micro teaching is used as a training method that helps students develop pedagogical skills before carrying out field practice in schools or madrasas. This activity is carried out in a simple learning situation with a limited number of participants so that students focus more on understanding the teaching process in stages. Through micro teaching, students can practice their ability to explain material, ask questions, manage the class, and use learning methods that suit the students' character. Apart from training academic skills, this activity also instills discipline, responsibility and teaching ethics in accordance with Islamic values. Supervisors have an important role in providing direction and evaluation so that students are able to correct deficiencies during practice. With repeated training, students are expected to be better prepared to carry out their duties as professional Islamic education teachers in the future in the educational environment. This activity also helps students improve communication skills in the learning process (Khuriyah, 2017).

The implementation of micro teaching in Islamic education aims to form prospective teachers who are able to integrate pedagogical competencies with Islamic values in the learning process. Students are not only trained to convey lesson material systematically, but are also directed to become educators who have patient, honest and responsible attitudes. Students are given the opportunity to carry out learning simulations according to previously prepared material. After the practice is complete, the lecturer and colleagues provide input regarding the strengths and weaknesses found during the learning process. This evaluation helps students understand aspects that need to be improved so that their teaching abilities can develop further. With a continuous training and evaluation process, students can improve their teaching skills and understand the importance of professionalism in Islamic education. Through these activities, prospective teachers are expected to be able to create effective, active and enjoyable learning for students. Micro teaching activities also train students to manage learning time effectively.

Micro teaching is an important component in prospective teacher education because it provides teaching experience before students face actual learning situations. In Islamic education, this activity has a strategic role in forming academic abilities as well as the character of educators with good morals (Hasani, 2026). Through teaching practice, students learn to understand students' needs and determine appropriate learning methods according to educational goals. Apart from that, students are also trained to use learning media to make the delivery of material more interesting and easy to understand. The gradual implementation of micro teaching helps students reduce nervousness and increase self-confidence when speaking in front of the class. With this activity, students can understand that the teacher's job is not only to convey lesson material, but also to guide students in forming Islamic attitudes and values in their daily lives. This experience is important in supporting students' readiness to face the challenges of today's modern education.

The concept of micro teaching in Islamic education is also closely related to the development of communication and social interaction skills of prospective teachers. In the learning process, teachers are required to be able to explain the material clearly, build an active learning atmosphere, and create good relationships with students (Astuti et al., 2024). Through micro teaching activities, students are given the opportunity to practice speaking skills, use polite language, and how to present material in an interesting and easy to understand manner.

This activity helps students understand the importance of effective communication in the Islamic Education learning process. Students also learn to accept criticism and suggestions from lecturers and peers as part of learning evaluation. With this process, students can improve their interpersonal skills and develop the professional attitudes needed to carry out their duties as Islamic Education teachers in a school or madrasah environment responsibly. This ability is important to support the creation of effective and quality learning.

In implementing micro teaching, students are usually asked to prepare learning tools such as lesson plans, learning media, and teaching materials that will be used during practice. This activity aims to train students to be able to plan the learning process systematically and in accordance with the goals of Islamic education. Apart from training technical skills, micro teaching also helps students understand the importance of preparation before carrying out learning activities in class. Students learn to determine appropriate learning methods, choose appropriate media, and prepare targeted learning evaluations. With this exercise, students can understand that learning success is greatly influenced by the teacher's readiness in designing teaching and learning activities. Micro teaching is an important means of improving the pedagogical competence of prospective Islamic Education teachers before carrying out direct field practice in schools or madrasas. This activity also helps students understand their professional responsibilities as good quality Islamic educators (Pertiwi & Manurung, 2025).

The existence of micro teaching in Islamic education provides great benefits for students in preparing themselves to become professional and competent educators. This activity allows students to gain teaching experience in simpler situations before facing real classroom conditions. Through this practice, students can identify weaknesses and improve their teaching skills gradually through evaluations given by their supervisors. Apart from improving pedagogical abilities, micro teaching also helps students understand the importance of teacher discipline, responsibility and professional ethics in Islamic education. Students are not only required to master the subject matter, but also be able to be role models for students in everyday life. Micro teaching is an important part of the process of forming Islamic education teachers who have academic abilities, good personalities, and readiness to face learning challenges in the current development of modern education. This teaching experience helps students increase their self-confidence when in class.

The concept of micro teaching in Islamic education emphasizes the importance of teaching practice as a process of forming the competence and professionalism of prospective teachers. This activity is a learning tool that helps students understand their duties and responsibilities as educators before entering directly into the world of education. Through micro teaching, students have the opportunity to develop pedagogical, communication, classroom management skills and effective use of learning media. Apart from that, this activity also instills Islamic values such as discipline, responsibility, patience and respect for students during the learning process (Rafiudin et al., n.d.). With training carried out in stages, students can improve their teaching readiness and understand various learning challenges in schools and madrasas. Therefore, micro teaching has an important role in forming prospective Islamic Education teachers who are professional, competent, and able to carry out quality learning. This activity supports the development of the quality of Islamic education in current educational institutions.

The Role of Micro Teaching on the Professionalism of Prospective PAI Teachers

Micro teaching has an important role in increasing the professionalism of prospective Islamic Religious Education teachers before entering directly into the world of education. This activity provides students with the opportunity to practice basic teaching skills in a simple and controlled learning situation. Through micro teaching, students can understand how to open learning, explain material, manage the class, and use learning media effectively. In Islamic education, teacher professionalism is not only measured by academic ability, but also by attitude, ethics and responsibility in educating students. Micro teaching is a means that helps students develop pedagogical competence while forming an educational character that is in accordance with Islamic values. With training carried out in stages, students can increase their self-confidence and readiness to face the learning process at school or madrasah professionally. This activity also helps students understand their responsibilities as good Islamic educators (Yuli Astutik & Megawati, 2021).

Implementing micro teaching provides teaching experience that helps students understand the duties and responsibilities of an Islamic Religious Education teacher. In practice, students

are asked to present learning material in front of lecturers and peers as a learning simulation in class. This activity trains communication skills, mastery of material, as well as skills in conveying learning systematically and easily understood. Students also learn to manage learning time so that the teaching and learning process runs effectively. In Islamic education, this ability is very important because teachers not only convey knowledge, but also play a role in shaping the morals and character of students. With micro teaching, students can understand the importance of teaching readiness before carrying out field practice at school. This activity is an important part in forming prospective Islamic Religious Education teachers who are professional and competent in today's modern world of education. This activity also improves students' ability to organize directed learning.

Micro teaching also plays a role in improving the pedagogical abilities of prospective Islamic Religious Education teachers through a repeated teaching practice process. Students are given the opportunity to correct deficiencies after receiving evaluations from supervisors and peers. This evaluation helps students understand aspects that need improvement, such as class mastery, use of learning methods, and the ability to explain material clearly and interestingly. In Islamic education, teachers are required to be able to create an active, effective and enjoyable learning atmosphere so that students can more easily understand the material presented. Therefore, teaching practice through micro teaching is an important step in improving the learning quality of prospective Islamic Religious Education teachers (Ananta et al., 2025). With a continuous evaluation and improvement process, students can develop their teaching abilities more optimally before facing actual learning situations in the school or madrasa environment. This experience helps students become more confident when carrying out direct learning.

Improving pedagogical abilities, micro teaching also helps prospective Islamic Religious Education teachers develop a professional attitude in carrying out educational tasks. Students are trained to be disciplined, responsible, and able to respect students during the learning process. This attitude is an important part in shaping teacher professionalism because educators are not only required to master learning material, but also must be able to be role models for students. In micro teaching practice, students learn to control emotions, maintain communication ethics, and create good relationships with students and the surrounding environment. This activity helps students understand that teachers have a big responsibility in shaping the character and morals of students according to Islamic values. Thus, micro teaching not only functions as training in teaching skills, but also as a means of forming the personality and professionalism of prospective Islamic Religious Education teachers. These activities support the creation of an effective and quality learning process.

The role of micro teaching in the professionalism of prospective Islamic Religious Education teachers is also seen in developing students' communication and social interaction skills. In the learning process, teachers must be able to explain the material clearly, use polite language, and create a comfortable learning atmosphere for students. Through micro teaching, students are given the opportunity to practice their speaking skills in front of the class and deliver material in a structured and easy to understand manner (Arif & Khomsiyah, n.d.). Apart from that, students also learn to accept criticism and suggestions from lecturers and peers as part of the learning evaluation process. This activity helps students improve interpersonal skills which are very much needed in the world of education. In Islamic education, good communication skills are an important factor because teachers have a role in conveying moral values and Islamic teachings to students. Therefore, micro teaching is an effective means of forming the communication skills of prospective Islamic Religious Education teachers professionally. This activity also helps students improve their interaction skills during learning.

In implementing micro teaching, students are also trained to prepare learning tools such as learning implementation plans, learning media, and teaching materials according to educational objectives. This activity helps students understand the importance of planning in creating an effective and directed learning process. Islamic Religious Education teachers are not only required to be able to teach, but also must have the ability to design learning that suits the needs of students. Through micro teaching, students learn to determine appropriate learning methods, use learning media in an interesting way, and evaluate learning well. This process helps students understand that learning success is influenced by the teacher's readiness in designing teaching and learning activities. With gradual training, students can improve the professional skills needed in the world of education. Micro teaching is an important tool in forming competent and qualified prospective Islamic Religious Education teachers. This activity also helps

students understand the importance of responsibility as professional educators.

The existence of micro teaching provides great benefits in preparing prospective Islamic Religious Education teachers to face educational challenges in the modern era. Teachers today are required to be able to master learning technology, understand the character of students, and create creative and innovative learning. Through micro teaching, students gain teaching experience that helps them understand learning conditions before facing students directly at school. Apart from that, students also learn to adapt learning methods to technological developments and modern educational needs. In Islamic education, these abilities are very important so that the learning process remains relevant to current developments without abandoning Islamic values. With micro teaching, students can improve their mental readiness, pedagogical abilities and professional attitudes before entering the world of work as educators. This activity is an important part in forming prospective Islamic Religious Education teachers who are professional and able to face current educational developments. This activity also helps students understand the challenges of learning in a modern school environment (Ginting, Juliyanda, et al., 2024).

Micro teaching has a strategic role in increasing the professionalism of prospective Islamic Religious Education teachers through a focused and sustainable teaching training process. This activity helps students develop pedagogical skills, communication abilities, classroom management, and effective use of learning media. Apart from that, micro teaching also forms a teacher's attitude of discipline, responsibility and professional ethics in accordance with Islamic values that prospective educators must have. Through repeated practice and evaluation, students can correct deficiencies and improve the quality of teaching before carrying out field practice in schools or madrasas. With this experience, students are expected to be able to become Islamic Religious Education teachers who are competent, professional, and able to create quality learning for students (Zuhdi et al., 2026). Micro teaching is an important part of the process of forming prospective Islamic Religious Education teachers who are ready to face educational challenges in today's modern era.

Implementation and Challenges of Micro Teaching for Prospective Islamic Education Teachers

The implementation of micro teaching in Islamic education is an important part of the process of forming the competency of prospective teachers before carrying out direct learning practices in schools and madrasas. This activity is carried out as a form of teaching exercise designed in a simple situation with a limited number of participants so that students can more easily understand the learning process in stages. In its implementation, students are asked to prepare learning tools, determine learning methods, use learning media, and evaluate the teaching and learning process. Through this activity, students can understand the basic teaching skills that an Islamic education teacher must have. Apart from improving pedagogical skills, micro teaching also helps students build self-confidence when in front of the class. The implementation of micro teaching has an important role in preparing prospective Islamic Education teachers who are professional, competent, and ready to face the challenges of modern education in the school environment. This activity also helps students understand the importance of responsibility as professional Islamic educators (Ginting, Khafiyya, et al., 2024).

The implementation of micro teaching is usually carried out through several stages involving preparation, teaching practice, and systematic learning evaluation. Students first prepare a learning implementation plan according to the material that will be taught during the practice. After that, students carry out learning simulations in front of lecturers and peers as a form of teaching practice. In this process, students are trained to open learning, explain material, manage the class, and use learning media effectively. After the practice is complete, the supervisor provides an evaluation regarding the student's strengths and weaknesses during the learning process. This evaluation aims to help students improve their teaching skills so that they are more optimal before carrying out field practice at school. With structured stages, the implementation of micro teaching can help students understand the learning process in a more in-depth and directed manner according to the goals of Islamic education. This activity also increases students' readiness to face real learning situations.

In Islamic education, the implementation of micro teaching does not only focus on mastering learning material, but also instills the moral values and professional ethics of teachers in students. Prospective Islamic Education teachers are expected to be able to become educators

who have a disciplined attitude, responsibility, and are able to provide a good example to students. Therefore, micro teaching activities are an important means of forming the character and personality of prospective teachers before entering the world of education. Through teaching practice, students learn to understand the importance of good communication, the use of polite language, and respect for students during the learning process. Students are also trained to create an active and enjoyable learning atmosphere in accordance with Islamic values (Purba et al., 2026). The implementation of micro teaching makes a major contribution in forming prospective Islamic Education teachers who are professional and able to carry out educational tasks responsibly in schools and madrasas. This activity helps students improve communication skills during learning.

The implementation of micro teaching still faces various challenges that influence the process of forming the professionalism of prospective Islamic Education teachers. One of the challenges that is often found is students' lack of self-confidence when presenting learning material in front of the class. Some students feel nervous, have difficulty mastering the class, and are less able to explain the material clearly and systematically. Apart from that, limited teaching experience also causes students to experience difficulties in determining learning methods that suit students' needs. This condition shows that teaching ability is not only obtained through theory, but requires continuous practice. Therefore, supervisors have an important role in providing direction, motivation and evaluation so that students are able to correct deficiencies during practice. With this assistance, students can improve their teaching readiness in a more optimal and professional manner. These activities help students overcome difficulties in the learning process gradually (Rahmah et al., 2024).

Challenges in implementing micro teaching are related to the use of learning media and technology that is not yet optimal in the educational environment. In the modern era, teachers are required to be able to utilize technology as a means of supporting learning so that the teaching and learning process becomes more interesting and effective. However, there are still students who experience difficulties in using technology-based learning media during micro teaching practice. This condition can be caused by limited learning facilities or students' lack of ability to operate educational technology. In Islamic education, the use of learning media is very important to help students understand the material more easily and interestingly. Universities need to provide training and assistance regarding the use of learning technology to prospective Islamic Education teacher students. With this support, the implementation of micro teaching can run more effectively and improve the quality of learning in today's modern educational environment. This activity also helps students understand the importance of technology-based learning innovation.

The implementation of micro teaching also faces obstacles in managing learning time during practice. Some students still have difficulty managing time when presenting material, so that the learning process does not go according to the plan that was prepared previously. This condition causes some parts of learning to be less than optimally conveyed to students. In Islamic education, the ability to manage time is an important part of teacher professionalism because it is related to the effectiveness of the learning process in the classroom. Through micro teaching activities, students are trained to deliver material in a structured manner and according to the available time allocation. The supervisor also provides an evaluation regarding time management so that students are able to correct these deficiencies. By carrying out repeated exercises, students are expected to be able to improve their time management skills so that the learning process can run effectively and in a directed manner according to the goals of Islamic education (Shalikhah, 2024). This activity helps students improve their professional teaching skills.

The implementation of micro teaching also provides important experience for students in understanding the character and needs of students during the learning process. In practice, students learn to determine appropriate learning methods so that the material can be understood more effectively by students. Students are also trained to create an active, interactive and fun learning atmosphere so that students are more motivated to participate in the teaching and learning process. In Islamic education, the ability to understand students' character is very important because teachers have the responsibility to shape students' morals and morals. Therefore, micro teaching is a training tool that helps students improve their interpersonal and communication skills during learning. With this experience, students can understand the importance of a humanistic learning approach and in accordance with Islamic values. This activity

supports the formation of prospective Islamic Education teachers who are professional and capable of creating quality learning in schools and madrasas (Jon, 2019). This experience helps students understand the importance of positive interactions with students.

The implementation of micro teaching makes a major contribution in shaping the professionalism of prospective Islamic Education teachers through a focused and sustainable teaching training process. This activity helps students improve their pedagogical skills, communication, class management, and effective use of learning media. However, various challenges such as lack of self-confidence, limited use of technology, and managing learning time are still obstacles in implementing micro teaching. Support from universities and supervisors is needed so that the teaching training process can run optimally. With ongoing evaluation and mentoring, students are expected to be able to improve their teaching readiness before entering the real world of education. Through good implementation of micro teaching, prospective Islamic Education teachers can develop into educators who are professional, competent, and able to face the challenges of modern education in accordance with Islamic values. This activity supports improving the quality of Islamic learning in today's educational institutions (Bano, 2025).

CONCLUSION

Micro teaching has an important role in developing the professionalism of prospective Islamic Education teachers through a focused and continuous teaching training process. This activity helps students improve their pedagogical abilities, communication skills, classroom management, use of learning media, and the ability to organize learning tools systematically. Apart from that, micro teaching also forms an attitude of discipline, responsibility, professional ethics and Islamic values that are needed in carrying out one's duties as an educator.

The implementation of micro teaching provides teaching experience that helps students understand learning conditions before going directly to school or madrasah. Even though there are still various challenges, such as lack of self-confidence, limited use of technology, and management of learning time, micro teaching activities remain a strategic tool in forming competent, professional, adaptive, and qualified prospective Islamic Education teachers. Through optimal implementation, micro teaching is able to support improving the quality of Islamic education in the future.

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