

THE IMPLEMENTATION OF MICROTEACHING IN IMPROVING THE PEDAGOGICAL COMPATENCE OF PROSPECTIVE ISLAMIC RELIGIOUS EDUCATION (PAI) TEACHERS

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Abstract

Microteaching is one of the instructional strategies in teacher education aimed at training and developing prospective teachers' basic teaching skills in a gradual and structured manner. This activity is very important for students of Islamic Religious Education (PAI) as preparation for improving their pedagogical competence before entering the real school environment. This study aims to determine the implementation of microteaching in improving the pedagogical competence of prospective PAI teachers. The research method used is a qualitative descriptive approach with data collection techniques through observation, documentation, and assessment of teaching practice. The subjects of this study were PAI students who took the microteaching course. The results of the study indicate that the implementation of microteaching can improve the pedagogical competence of prospective PAI teachers, especially in the ability to design lesson plans, select appropriate teaching methods according to the material, manage the classroom, and conduct learning evaluation. In addition, microteaching activities also help students improve their self-confidence and communication skills in teaching. However, there are still several obstacles, such as limited use of varied learning media and less optimal time management.

Keywords: Microteaching, Pedagogical Competence, Prospective PAI Teachers, Teaching skills

INTRODUCTION

Teachers are one of the most important elements in the educational process, as the success of learning is largely determined by the teacher's quality in managing the classroom and delivering material. In the context of Islamic Religious Education (PAI), the teacher's role is not limited to transferring knowledge but also to becoming a role model in shaping students' character, morals, and spirituality.

Therefore, prospective PAI teachers are required to possess comprehensive competencies, one of which is pedagogical competence. Pedagogical competence is the primary foundation that guides teachers in understanding students, designing learning plans, selecting appropriate methods, and

conducting continuous evaluations. Without strong pedagogical competence, a teacher will face difficulties in performing their function optimally.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is defined as a teacher's ability to manage student learning, including understanding learners, designing and implementing learning, and evaluating learning outcomes. For prospective PAI teachers, this competence is crucial because religious learning often requires special approaches that integrate cognitive, affective, and psychomotor aspects in a balanced manner. Thus, every prospective Islamic Education teacher must be thoroughly trained in their pedagogical skills so that they can carry out educational functions according to the expected goals. (Hidayat, 2021)

Microteaching has practical, direct, and reflective advantages. Students do not only learn theoretical strategies but also gain real teaching experience in a limited setting. After practice sessions, feedback is usually provided by lecturers and peers. This feedback process is essential, as it helps prospective teachers recognize their strengths and weaknesses. Through repeated practice and evaluation, students gradually improve their teaching skills. This is what makes microteaching considered an effective method in developing the pedagogical competence of prospective teachers.

Research conducted by Aisyah and Suryana (2021) shows that the implementation of microteaching significantly improves the basic teaching skills of prospective teacher students. In their study, students who participated in microteaching practice demonstrated improvement in their ability to open lessons effectively, provide systematic explanations, and close lessons with meaningful reflection. This indicates that microteaching is not merely a teaching practice activity, but rather a genuine medium for developing pedagogical competence. The relevance of this study lies in its similar focus, namely the development of prospective teachers' pedagogical competence through systematic and well-directed microteaching activities (Aisyah & Suryana, 2021).

Furthermore, research conducted by Darwis and Hidayat (2021) emphasizes that microteaching plays a significant role in fostering the professionalism of Islamic Religious Education (PAI) teachers. Through this activity, students not only learn how to teach, but also learn to become reflective educators who are responsible for their own teaching processes.

METHOD

This study employs a qualitative approach with a descriptive research design aimed at systematically describing the implementation of microteaching in improving the pedagogical competence of prospective Islamic Religious Education (PAI) teachers.

The qualitative approach was chosen because the research focuses on the process of implementing microteaching practice and the changes in students' teaching skills throughout the activity. The descriptive method is used to obtain a clear and realistic picture of students' pedagogical abilities before and after participating in microteaching practice.

The subjects of this study were students of the Islamic Religious Education (PAI) study program who were enrolled in the microteaching course in a particular semester. The object of the research focused on students' pedagogical competence, which includes the ability to design instructional materials, open and close lessons effectively, master the subject matter, apply appropriate teaching methods, manage the classroom, and conduct learning evaluations. The study was conducted on campus during the implementation of microteaching practice activities.

Data collection techniques were carried out through observation, documentation, and teaching practice assessment. Observation was used to directly examine students' basic teaching skills during microteaching practice. Documentation was conducted by collecting instructional materials such as lesson plans (RPP), learning media, and assessment sheets. In addition, the evaluation of teaching practice was used to determine the level of students' pedagogical competence based on predetermined teaching skill indicators.

The data analysis technique was conducted through three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting data relevant to the research focus, after which the data were presented in descriptive form to facilitate understanding. The final stage involved drawing conclusions based on the results of the data analysis obtained. The data analysis process referred to the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman, which consists of data reduction, data display, and conclusion verification.

RESULTS AND DISCUSSION

The discussion in this study aims to analyze the implementation of microteaching in improving the pedagogical competence of prospective Islamic Religious Education (PAI) teachers. This research employs a quantitative approach using a descriptive method. The data were obtained through observation and documentation of prospective PAI teacher students who had participated in the microteaching course. The data analysis technique was conducted through three stages: data reduction, data presentation, and conclusion drawing. Therefore, the discussion in this study does not merely present field findings, but also relates them to relevant concepts and theories. This approach is intended to ensure that the results can be understood more comprehensively and provide broader benefits, particularly in efforts to enhance the pedagogical competence of prospective PAI teachers through.

A. The Implementation of Microteaching for Prospective PAI Teachers

The term "microteaching" is derived from two words: "micro" and "teaching." The word "micro" refers to something small, limited, or narrow in scope, while "teaching" refers to the broader and deeper process of instruction or education. Thus, microteaching refers to a scaled-down teaching practice conducted in a limited and controlled setting. Microteaching serves as a form of simulation that enables teachers or prospective teachers to test and improve their teaching skills without posing direct risks to actual students.

Therefore, microteaching is a training activity designed to provide instructors, especially prospective teachers, with confidence, support, and constructive feedback. It functions as a small-scale, safe, controlled, and structured teaching practice environment in which prospective teachers can try out instructional strategies with minimal risk. At the pedagogical level, microteaching allows students to experiment with specific teaching techniques (such as discussion models, question-and-answer sessions, and demonstrations) without facing the full demands typically present in real classrooms, such as large class sizes, diverse student abilities, and administrative responsibilities. Because of its limited scale and focused scope, microteaching serves as an ideal medium for

observing, demonstrating, receiving feedback, and repeating pedagogical actions until meaningful improvement is achieved.

Microteaching also functions as a form of formative assessment for prospective teachers through structured observation (using assessment rubrics), video recordings, and feedback sessions. Through this process, lecturers and peers are able to evaluate specific aspects of pedagogical competence in detail. It also makes the teaching and learning process more measurable and focused, as improvement can be identified in particular areas such as intonation, clarity of instructions, management of question-and-answer sessions, and the use of instructional media. Thus, microteaching is not merely a practical exercise, but also a valid mechanism for evaluating and designing interventions for competency development.

In this way, they are given the opportunity to practice specific parts of the lesson plans they have prepared collaboratively with their peers. Within a structured and supportive environment, prospective teachers can directly engage in teaching practice. Therefore, microteaching provides a strong foundation for improving effective teaching skills among prospective teachers, enabling them to develop sound pedagogical competence.

B. Pedagogical Competence of Islamic Religious Education (PAI) Teachers

Pedagogical competence refers to a teacher's ability to manage the learning process effectively. In pedagogical terms, the pedagogical competence of Islamic Religious Education (PAI) teachers is a professional capability related to managing students' learning processes, particularly in the context of teaching Islamic values. This competence is highly important because PAI teachers are not only responsible for transferring Islamic knowledge, but also for shaping students' character and noble morals. Therefore, effective learning management requires mastery of appropriate strategies, methods, and instructional approaches that align with Islamic principles. In carrying out their duties, PAI teachers must be able to understand students' characteristics comprehensively, including psychological, social, emotional, and spiritual aspects.

Pedagogical competence essentially refers to a teacher's ability to plan, implement, and evaluate the teaching and learning process so that students can achieve the predetermined objectives. Formally, this is regulated within the educational system, which states that teachers are required to understand students' characteristics, comprehend foundational principles and curriculum objectives, select appropriate strategies and instructional media, and assess learning outcomes in a proper and fair manner.

In practice, pedagogical competence encompasses three main aspects: the cognitive aspect, which relates to lesson planning and mastery of subject matter; the affective aspect, which involves attention to students' emotional development and moral values; and the psychomotor aspect, which concerns the ability to deliver material fluently and accurately.

From the perspective of learning theory, pedagogical competence is closely related to a teacher's ability to apply principles of developmental and learning theories—such as constructivist, behaviorist, or humanistic theories—in designing meaningful learning experiences. A prospective PAI teacher must be able to interpret how students learn, design learning activities that stimulate critical thinking and religiosity, and provide practical experiences that encourage the internalization of Islamic values. In this context, pedagogy is not merely about delivering subject matter, but also about designing learning experiences that facilitate changes in behavior, mindset, and attitudes.

Therefore, the development of pedagogical competence must become a priority in teacher education programs, as it determines the success of knowledge transfer and the formation of students' character. For prospective PAI teachers, this competence carries an additional dimension—not only the transfer of religious knowledge, but also the cultivation of moral character, spirituality, and consistent role modeling. A well-designed PAI teacher education program understands the relationship between pedagogical techniques and the development of students' religious personalities, and thus designs curricula and instructional practices that are integrative and holistic.

In the context of Islamic Religious Education (PAI), pedagogical competence does not only encompass the technical aspects of teaching; teachers are also expected to act as facilitators in shaping values. This requires prospective teachers to master instructional approaches that can integrate Islamic values—such as honesty, responsibility, tolerance, and trustworthiness—into students' daily behavior. This process cannot rely solely on verbal instruction; it requires the design of learning activities that enable students to practice, reflect, and gradually internalize these values as habits in their everyday lives.

1. Designing Meaningful and Value-Based Learning Experiences

Teachers should be able to transform religious material into concrete activities, such as simulations, role-playing, or community service projects, so that students can understand the values directly through real actions. Explanation: In addition to providing textual material, teachers design assignments that require students to apply these values in real-life situations, enabling deeper understanding and internalization.

2. Establishing and Implementing a Value-Based Classroom Culture

Teachers create routines that reinforce specific values, such as greeting one another, reciting morning remembrance (dhikr), or conducting brief reflections, so that these values become habitual practices. Explanation: Small habits performed consistently are more effective in shaping character than instruction that is delivered only occasionally.

3. Modeling

Demonstrating behavior that consistently aligns with taught values, thereby serving as a positive example for students. Explanation: A teacher's integrity is reflected in the way they speak, assess students, and handle conflicts—actions that are far more powerful than words alone.

4. Emotional and Spiritual Approach

Being able to guide discussions on moral issues in a non-judgmental manner, while connecting knowledge to students' inner experiences. Sensitive and empathetic dialogue helps deepen students' spirituality and supports their acceptance and internalization of existing values.

5. Value-Based Assessment

Using behavioral assessment rubrics, observation, reflective journals, and service projects as indicators of value attainment. Explanation: Comprehensive assessment is able to capture changes in attitudes and behavior, not merely the ability to memorize content.

This indicates that the pedagogical competence of prospective PAI teachers must integrate teaching skills with the systematic ability to educate values. It should encompass theoretical

understanding, practical experience, daily habits, and assessment methods that support character development (Rahman, 2020).

C. Analysis of the Improvement of Pedagogical Competence through Microteaching

The implementation of microteaching in the education of prospective PAI teachers does not merely function as a teaching practice exercise, but also as a means of reflection and continuous self-development. Based on the results of observation and data analysis, the improvement in students' pedagogical competence can be identified more specifically in the following aspects:

1. Lesson Planning Ability (Planning)

One of the main indicators of pedagogical competence is the ability to develop systematic lesson planning. In microteaching activities, students are trained to prepare a complete Lesson Plan (RPP), including learning objectives, materials, methods, and evaluation.

The research results indicate that after participating in microteaching, students became more structured in designing their lessons. They were able to adjust teaching methods according to the characteristics of PAI material, such as using lectures for basic concepts, discussions for value comprehension, and demonstrations for worship practices. This shows an improvement in the cognitive aspect of pedagogical competence.

In addition, students began to understand the importance of formulating learning indicators that are measurable and aligned with the learning objectives. Before participating in microteaching, some students formulated objectives in a general manner; however, after the practice, the learning objectives became more specific and operational.

2. Teaching Implementation Ability

In microteaching practice, students are given the opportunity to teach directly in front of their peers. From this activity, a significant improvement can be observed in basic teaching skills, such as:

- a) Opening the lesson with engaging apperception
- b) Delivering the material systematically
- c) Using a variety of teaching methods
- d) Closing the lesson with reflection

Students also began to manage classroom interaction more effectively, such as posing stimulating questions, responding to students' answers, and creating an active learning atmosphere. This indicates that microteaching is effective in training practical teaching skills.

However, several challenges were still identified, such as the use of less communicative language and a lack of variety in the use of instructional media. These issues serve as important points of evaluation for further competency development.

3. Classroom Management Ability

Classroom management is an essential component of pedagogical competence that must be possessed by prospective PAI teachers. In microteaching activities, students not only learn how to maintain classroom order, but also how to create a conducive, active, and well-directed learning atmosphere. They begin to understand how to open lessons effectively, capture students' attention, and maintain a systematic flow of instruction from beginning to end.

In addition, students show progress in managing classroom interactions. They become more capable of engaging students through questioning, discussions, and responses to answers, ensuring that learning is not solely teacher-centered. This ability is important because an effective classroom encourages active participation. On the other hand, students also learn to manage instructional time more proportionally, although some challenges still need to be addressed through continued practice and evaluation.

In the context of Islamic Religious Education, classroom management is not merely technical in nature, but also encompasses educational and spiritual values. Students are guided to create a learning atmosphere that reflects discipline, responsibility, and mutual respect. Thus, microteaching makes a significant contribution to gradually developing classroom management skills, providing essential preparation for students before entering the actual educational environment.

4. Learning Evaluation Ability

The ability to evaluate learning is an essential component of pedagogical competence for prospective PAI teachers, as it serves not only to measure students' understanding but also to assess the effectiveness of the learning process. In microteaching activities, students begin to understand that evaluation must be designed systematically and aligned with the predetermined learning objectives.

Through this practice, students demonstrate progress in using various forms of assessment, including not only written tests but also observation and attitude assessment. In the context of PAI, evaluation becomes broader because it encompasses cognitive, affective, and behavioral aspects. Therefore, students are trained to be more sensitive in assessing changes in students' attitudes and character.

Moreover, evaluation functions as a reflective tool for prospective teachers. The results of evaluation help students identify weaknesses in their teaching process and improve them in subsequent practice sessions. Thus, strong evaluation skills support the creation of more effective and meaningful learning experiences.

D. Challenges in the Implementation of Microteaching

The implementation of microteaching as part of the learning process for prospective PAI teachers essentially provides many benefits; however, in practice, several challenges still affect its effectiveness. One of the main obstacles is the limited use of instructional media. Some students still tend to rely on conventional methods such as lectures without being supported by varied and engaging media. This is caused by a lack of creativity, limited technological proficiency, and minimal experience in designing innovative learning media. As a result, the learning process becomes less optimal and less capable of capturing students' attention.

In addition, time management is another frequent challenge in the implementation of microteaching. Many students are not yet able to allocate time proportionally among the opening activities, core material delivery, and closing activities. At times, students focus too much on delivering the material and overlook the importance of closing activities such as reflection and evaluation. This indicates that time management skills still need continuous practice so that students can manage the flow of learning more effectively and efficiently.

Other challenges relate to communication skills and the variation of teaching methods. Some students still appear to lack confidence in delivering the material, use less communicative language, and present lessons in a rather monotonous manner. This results in limited interaction between the teacher and students, making the classroom atmosphere less dynamic.

In addition, students are still limited in developing varied instructional methods, causing the learning process to remain teacher-centered and not fully encourage active student participation. Consequently, the experience gained does not yet fully reflect the real challenges they will face in the field, such as dealing with students of diverse characteristics or managing less conducive classroom situations.

Nevertheless, these challenges are not permanent obstacles, but rather part of the learning process that prospective teachers must go through. Through repeated practice, guidance from lecturers, and constructive feedback, students can gradually improve their existing shortcomings.

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that microteaching is an important strategy in the education of prospective Islamic Religious Education (PAI) teachers, aimed at improving pedagogical competence in a gradual and structured manner. Through this activity, students not only learn teaching theories but also practice them directly in a small-scale and controlled setting. The training process, accompanied by observation and feedback, makes microteaching an effective means of preparing students for real classroom environments.

The implementation of microteaching has a tangible impact on improving students' ability to design instruction. After participating in this activity, students become more focused and systematic in preparing Lesson Plans (RPP), formulating specific objectives, and selecting appropriate methods and media according to the characteristics of PAI material. This increasingly systematic planning ability indicates development in the cognitive aspect of pedagogical competence.

In addition to the planning stage, improvements are also evident in classroom implementation. Students begin to open and close lessons effectively, present material in a coherent manner, manage interactions with students, and conduct learning evaluations. Microteaching activities also help enhance self-confidence and communication skills, enabling prospective teachers to be better prepared for dynamic classroom situations.

The pedagogical competence of PAI teachers is not only related to technical teaching skills, but also to character development and the internalization of Islamic values. Through microteaching, students are trained to integrate cognitive, affective, and psychomotor aspects into the learning process. Thus, they not only learn how to deliver material, but also how to guide students in developing religious attitudes and noble character.

Nevertheless, the implementation of microteaching still faces several challenges, such as limited use of instructional media, less optimal time management, and insufficient variation in teaching methods. However, these challenges are part of the learning process and can be improved through continuous practice and lecturer guidance. Overall, microteaching has proven to play a significant role in preparing prospective PAI teachers to develop strong pedagogical competence and to be ready to carry out their professional responsibilities in the field of education.

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