

INTERNALIZATION OF CHARACTER EDUCATION VALUES THROUGH MICROTEACHING PRACTICES OF PROSPECTIVE ISLAMIC RELIGIOUS EDUCATION TEACHERS

**Elma Nur Syafaah, Dian Tri Wardani, Bagus Ellen Setyawan, Catur Nabila Masruroh,
Rizan Faiza Rahma, Ali Mu'tafi ***

Universitas Sains Al-Qur'an Wonosobo

Jl. K.H. Hasyim Asy'ari Km. 3, Kalibeber, Kec. Mojotengah, Kabupaten Wonosobo, Jawa Tengah 56351,
Indonesia

Email: alimutafi@unsiq.ac.id

Abstract

Character education is a fundamental aspect in shaping the professionalism of prospective teachers, particularly Islamic Education (PAI) teachers who play a strategic role in instilling moral and ethical values. One effort to internalize character education from an early stage is through microteaching practice. This study aims to describe the process of character education internalization through microteaching practice among prospective Islamic Education teachers. This research employed a qualitative approach with a descriptive research design. The research subjects were students of the Islamic Education Study Program who were enrolled in the microteaching course. Data were collected through teaching practice observations, interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that the internalization of character education in microteaching practice is reflected in religious attitudes, responsibility, discipline, honesty, and polite as well as empathetic communication during the learning process. Microteaching practice not only enhances the pedagogical skills of prospective teachers but also plays an important role in developing professional character and noble morals. Therefore, microteaching should be designed in a more integrated manner with character education values to prepare prospective Islamic Education teachers to face the challenges of modern education.

Keywords: Internalization, Character Education, Microteaching, Prospective Teachers, Islamic Religious Education

INTRODUCTION

Character education has become a primary concern in the development of contemporary education, in line with the increasing moral and social challenges faced by the educational world. Education is no longer sufficiently oriented toward cognitive achievement alone, but is also required to shape students' character so that they become morally upright, responsible, and possess strong

integrity. Character education is understood as a process of instilling moral values that integrates knowledge, attitudes, and behavior in a comprehensive manner.

In the context of Islamic education, character education holds a highly fundamental position because it is directly related to the main objective of Islamic education, namely the formation of *akhlāq al-karīmah* (noble character). Teachers of Islamic Religious Education (PAI) play a strategic role as agents of moral and religious value formation, as well as role models for students in their daily lives. Therefore, the character of PAI teachers becomes a determining factor in the success of character education in schools. Ideally, this character formation should begin during the teacher preparation period, so that the values instilled are not superficial or instantaneous, but deeply internalized.

Higher education institutions that organize teacher education programs, or Institutes for Educational Personnel Training (LPTK), bear significant responsibility in preparing prospective teachers who are not only pedagogically competent but also possess strong character. One of the core courses in developing prospective teachers' competencies is microteaching. Microteaching is a form of small-scale teaching practice designed to train fundamental teaching skills in a structured and reflective manner. Through microteaching, students gain initial experience in managing instruction, communicating with learners, and demonstrating professional attitudes as educators.

However, various studies indicate that microteaching practices have often emphasized technical teaching aspects, such as mastery of teaching methods, lesson plan preparation, and classroom management. The internalization of character education values has not yet fully become a central focus in its implementation. In fact, recent research confirms that the internalization of character values in prospective teachers is strongly influenced by processes of habituation, modeling, and direct experience during their professional education period.

On the other hand, factual conditions in the field still reveal various problems related to educators' character, such as low standards of communication ethics, lack of discipline, and weak professional responsibility. This situation indicates a gap between the ideal of character education and the reality of educational practices. Such a discrepancy calls for strengthening the role of microteaching not merely as a means of pedagogical training, but also as a strategic medium for the internalization of character education values among prospective teachers, particularly future Islamic Religious Education (PAI) teachers.

Based on this perspective, microteaching practices have significant potential to serve as a vehicle for internalizing character education values when they are designed in an integrated manner and oriented toward the formation of professional attitudes and behaviors. The process of value internalization in microteaching may occur through the habituation of religious attitudes, responsibility in teaching, time discipline, academic honesty, and the ability to communicate politely and empathetically throughout the learning process. Thus, microteaching functions not only as a teaching rehearsal but also as a formative process in shaping the character identity of prospective PAI teachers.

Based on this conceptual framework, this study aims to describe the process of internalizing character education values through microteaching practices among prospective Islamic Religious Education teachers. This research is expected to contribute theoretically to the development of studies on character education and microteaching, as well as practically to teacher education

institutions (LPTK) in designing microteaching courses that are more oriented toward character formation among prospective PAI teachers.

The focus of this study is that microteaching practices designed in an integrated manner with character education values play a crucial role in internalizing religious character, responsibility, discipline, honesty, and communicative attitudes among prospective Islamic Religious Education teachers.

METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study focuses on gaining an in-depth understanding of the process of internalizing character education values within the microteaching practices of prospective Islamic Religious Education (PAI) teachers. The descriptive design was used to systematically and factually describe the phenomena based on actual conditions in the field.

The research subjects were students of the Islamic Religious Education Study Program who were enrolled in a microteaching course at a university functioning as a Teacher Education Institution (LPTK). The subjects were selected purposively on the consideration that these students were at the stage of developing pedagogical competence and professional character as prospective PAI teachers. The research was conducted within the university environment where the microteaching practices took place.

Data were collected through observation, interviews, and documentation. Observation was conducted directly during microteaching sessions to examine students' behaviors and attitudes reflecting character education values, such as religiosity, responsibility, discipline, honesty, and the ability to communicate politely and empathetically. Semi-structured interviews were conducted with students participating in microteaching and the course lecturer to obtain deeper information regarding their experiences and the process of character value internalization throughout the practice. Documentation served as supporting data, including lesson plans, microteaching assessment rubrics, students' reflection notes, and documentation of teaching practice activities.

The research procedure began with a preparation stage, which involved developing observation instruments and interview guidelines aligned with the indicators of character education values. The next stage was the implementation phase, in which the researcher observed students' microteaching practices carried out in rotation. During this stage, the researcher examined the teaching process, instructional interactions, and professional attitudes demonstrated by students throughout the teaching simulations. The final stage was reflection, where students conducted self-evaluations of their teaching practices, particularly in relation to the attitudes and character values that emerged during the microteaching activities.

Data analysis was conducted qualitatively using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on information relevant to the research objectives. The selected data were then presented in descriptive form to facilitate understanding. Finally, conclusions were drawn gradually through continuous data examination to ensure that the findings were clear, credible, and accountable.

RESULTS AND DISCUSSION

This discussion relates the research findings to theoretical studies on character education, the process of value internalization, and the role of microteaching in shaping the professional character of prospective Islamic Religious Education (PAI) teachers. Thus, the discussion not only explains the empirical findings but also situates them within a relevant conceptual framework.

A. Character Education in Microteaching Practices of Prospective PAI Teachers

Character education is a process of personality formation that encompasses the development of moral values, attitudes, and behaviors integrated into daily life. In the context of teacher preparation, character education cannot be limited to normative instruction; it must be directly experienced through authentic teaching practice. The findings of this study indicate that microteaching serves as an initial platform for prospective PAI teachers to demonstrate character education values concretely during teaching simulations.

Based on the observations, religious values were internalized through the habit of opening and closing lessons with prayer and delivering instructional content linked to Islamic values. This finding aligns with the Islamic perspective of character education, which emphasizes moral formation (*akhlāq*) through habituation and exemplary conduct. Microteaching provides a structured opportunity for students to practice these religious values within their emerging professional roles as teachers.

In addition to religious values, the findings also revealed the emergence of honesty, discipline, and responsibility. Students demonstrated preparedness in designing lesson plans, adhering to allocated teaching time, and carrying out teaching practices in accordance with established guidelines. These values reflect the fundamental characteristics of professional and ethical educators. The findings strengthen the argument that character education can develop effectively through direct engagement in teaching and learning processes.

The primary objective of microteaching is to provide practical experience for students in applying educational theories learned during their coursework. Through microteaching activities, students are trained to master various basic teaching skills, such as opening and closing lessons, delivering material effectively, managing the classroom, utilizing instructional media, and conducting learning evaluations. For prospective Islamic Religious Education teachers, microteaching plays a strategic role as an initial stage in the development of educational professionalism. This activity not only functions to enhance pedagogical competence but also serves as a medium for fostering personality development, attitudes, and ethical conduct grounded in Islamic values.

From a reflective learning perspective, microteaching is not merely oriented toward mastering basic teaching skills but also serves as a systematic space for self-evaluation. Feedback provided by lecturers and peers encourages students to engage in critical reflection on their teaching practices, thereby fostering professional awareness and strengthening their character as future educators.

B. Internalization of Character Values

The internalization of character education values in microteaching practices occurs through continuous stages: knowing, feeling, and acting. The knowing stage is reflected in students' understanding of the microteaching assessment indicators, which evaluate not only teaching skills

but also professional attitudes and communication ethics. This understanding serves as the initial foundation for students to recognize the character values expected of them.

The feeling stage emerges when students begin to internalize the importance of character values in their roles as prospective teachers. Interview findings reveal that feedback from lecturers and peers encourages students to reflect on the attitudes they displayed during teaching practice. This reflective process plays a significant role in fostering internal awareness of honesty, responsibility, and discipline.

The acting stage is demonstrated through the actual practice of character values during microteaching. Students exhibited communicative, empathetic, and confident attitudes while delivering material and interacting with simulated learners. This process confirms that value internalization does not stop at understanding and appreciation, but is manifested in concrete actions. The following character values were internalized through microteaching practices:

a. Religious Values

Religious values were internalized through students' habits of beginning and ending lessons with prayer, delivering instructional material aligned with Islamic values, and demonstrating sincerity (*ikhlas*) and reliance upon God (*tawakkul*) in conducting teaching practice.

b. Discipline

Discipline was reflected in students' punctuality in attending and conducting microteaching sessions, preparedness of instructional materials and lesson plans, and adherence to established rules and procedures throughout the learning process.

c. Responsibility

Responsibility was demonstrated through students' seriousness in preparing teaching materials, performing teaching tasks optimally, and their readiness to accept criticism and suggestions as part of reflection and self-improvement.

d. Self-Confidence

Microteaching contributed to the development of students' self-confidence, as evidenced by their courage to teach in front of the class, ability to deliver material clearly and systematically, and competence in making decisions during the instructional process.

e. Communicativeness

Communicative values were realized through students' ability to communicate effectively, politely, and persuasively, both in presenting material and in interacting with learners—an essential character trait for prospective Islamic Religious Education teachers.

The internalization of character education is a conscious, planned, and continuous process through which values become embedded as integral aspects of an individual's personality. In microteaching practice, this process takes place through habituation, reflection, evaluation, and social interaction, all of which support the formation of the professional character of prospective teachers.

Character education internalization is a process of instilling values that is carried out consciously, systematically, and continuously until those values become embedded and integrated into an individual's personality. In the implementation of microteaching practice, this process of value internalization is realized through various instructional components and learning activities conducted during teaching simulations.

C. Microteaching as a Medium for Character Formation

In essence, microteaching is a small-scale teaching practice designed to develop basic teaching skills in a focused and reflective manner. However, the findings of this study indicate that microteaching also functions as a medium for shaping the attitudes and character of prospective Islamic Religious Education (PAI) teachers. The characteristics of microteaching—direct practice, evaluation, and self-reflection—enable students to continuously develop character values alongside pedagogical competence.

For instance, communicative and empathetic values were evident in the way students established respectful and appreciative learning interactions with learners. This finding supports the view that an educator's character is reflected in their communication skills and ability to build interpersonal relationships in the learning process. Therefore, microteaching not only trains pedagogical aspects but also cultivates the social sensitivity of prospective teachers.

During the instructional implementation stage, students demonstrated their character as educators through their communication patterns, attitudes toward learners, and classroom management skills. Patience, fairness, and communicative attitudes emerged as essential elements in the learning process. In addition, students were trained to regulate their emotions and maintain professionalism when facing various dynamics that arose during teaching simulations.

The evaluation and reflection stage plays a strategic role in shaping a reflective character and humble attitude among students. Through reflection activities, students are encouraged to recognize their strengths and weaknesses objectively and to foster a commitment to continuous self-improvement as future educators. This process simultaneously instills the value of honesty toward oneself and readiness for lifelong learning.

Interaction among students, lecturers, and peers during microteaching activities also contributes to the formation of social character. Students learn to accept criticism and suggestions openly, respect differing opinions, and develop empathy and cooperation. These values serve as essential provisions for prospective PAI teachers in dealing with the diversity of students and school environments in the future.

Microteaching practice plays a crucial role in bridging theory and practice for prospective educators. Through this method, teacher education students can refine specific teaching techniques gradually, ultimately fostering confidence before entering real classroom settings. Besides serving as a space to experiment with various instructional strategies, microteaching sessions also provide opportunities for reflection through immediate feedback. This combination forms a strong and applicable pedagogical competence.

An educator may be considered professional when they understand and successfully undergo the stages of training and teaching practice in microteaching as part of developing foundational competencies as a prospective teacher. The following outlines the interconnected stages and their relevance to professional character formation:

a. Simplifying Complex Material

In microteaching, student teachers are required to simplify complex material into a 15–20 minute lesson segment. This process trains their analytical sharpness in selecting the most appropriate and effective teaching strategies. By condensing content without losing its essential meaning, they develop the ability to prioritize key concepts, structure explanations

systematically, and deliver material clearly and efficiently. This skill is fundamental for professional teachers who must manage limited classroom time while ensuring meaningful learning experiences.

b. Developing Systematic and Reflective Thinking

The development of systematic thinking is a core aspect of microteaching practice, particularly through feedback sessions. After teaching, student teachers review recordings of their performance or receive constructive criticism from peers and lecturers. It is through this stage that the ability to “learn from experience” is practiced concretely. Reflection encourages them to analyze strengths and weaknesses, identify areas for improvement, and plan better instructional strategies for future practice. This reflective habit fosters professionalism, humility, and continuous self-development.

c. Training in Evaluation Design

In microteaching simulations, student teachers are trained to design concise assessment instruments—such as short quizzes or guiding questions—to ensure that the “students” in the simulated classroom understand the material presented. This activity strengthens their competence in aligning learning objectives, instructional delivery, and assessment. It also cultivates responsibility and fairness, as teachers must evaluate learning outcomes objectively and thoughtfully.

d. Building Collaboration among Prospective Teachers

Microteaching practice also contributes to the development of collaboration among prospective teachers. Conducted in groups, microteaching creates an ecosystem in which student teachers provide mutual feedback and work cooperatively. This environment serves as a miniature representation of a professional learning community in real educational settings. Through this collaborative process, students learn to respect differing perspectives, communicate constructively, and build teamwork skills—important character traits for their future roles as professional educators.

In microteaching practice, the qualifications of prospective teachers can be observed across several levels of competence. At the personal competence level, prospective teachers demonstrate mastery of subject matter, the ability to design instructional plans, and proficiency in applying basic teaching skills such as opening and closing lessons, explaining material clearly, managing the classroom, and conducting evaluations.

At the innovator level, prospective teachers are able to introduce creative variations of teaching methods and instructional media, utilize technology effectively, and remain open to feedback for improving their teaching quality. This level reflects adaptability and a willingness to grow in response to educational developments.

Meanwhile, at the developer level, prospective teachers are capable of conducting critical reflection on their teaching practices, designing continuous improvements, and demonstrating a vision of learning that is oriented toward the holistic development of students’ character and competencies. At this stage, they no longer focus solely on technical performance but also on long-term educational impact.

With the addition of these qualifications, microteaching functions not merely as a technical teaching exercise but as a process of shaping the professional identity of prospective teachers who are competent, adaptive, progressive, and visionary in responding to the dynamics of education.

Thus, microteaching may be viewed as a miniature model of character-based learning that prepares students to become Islamic Religious Education (PAI) teachers who are not only academically competent but also morally and spiritually grounded. Character formation through microteaching serves as an essential foundation in producing PAI teachers who possess integrity and noble character.

D. Prospective PAI Teachers and Professional Character

Prospective Islamic Religious Education teachers bear moral responsibility as educators and role models for their students. Therefore, character formation must begin during their teacher education period. The findings of this study indicate that microteaching practice provides an essential initial experience for students in building their self-identity as teachers who embody religiosity, honesty, discipline, and responsibility.

The process of character value internalization occurring in microteaching also supports the development of personal and social competencies among prospective PAI teachers. This aligns with the view that personal competence constitutes the primary foundation of teacher professionalism, particularly for Islamic Religious Education teachers. Consequently, microteaching can be understood as a strategic medium that integrates pedagogical competence development with the formation of professional character.

Despite its significant potential in instilling character values, the implementation of microteaching still faces several challenges. One major constraint is limited practice time, which often leads students to focus more on teaching performance than on deep value appreciation and character internalization. Furthermore, assessment processes in microteaching generally emphasize technical teaching skills, while attitudinal and character aspects are not yet evaluated comprehensively. Differences in students' social and cultural backgrounds, as well as individual personality traits, also present challenges in the process of character value internalization.

According to Thomas Lickona, character education encompasses three primary components: moral knowing, moral feeling, and moral action. These components are consistent with the concept of Islamic education, which emphasizes the integration of knowledge, attitude, and practice. Therefore, character education in Islamic Religious Education cannot remain at a purely conceptual level; it must be implemented through habituation and exemplary conduct in everyday life.

In the context of higher education for teacher preparation, character education serves as a fundamental foundation in shaping professional and ethical educators. Prospective PAI teachers are required to become role models for their students. Consequently, the process of internalizing character values must be initiated and systematically developed during their university education, ensuring that they graduate not only as competent instructors but also as morally grounded and socially responsible educators.

The relationship between character education and microteaching practice constitutes a central foundation for shaping the exemplary qualities of prospective Islamic Religious Education (PAI) teachers, particularly in the teaching of Islamic Religious Education. In microteaching practice, prospective PAI teachers are not only trained to deliver subject matter but also to internalize

character values through their professional behavior and attitudes. Microteaching becomes a simulated space in which student teachers cultivate commendable character traits such as discipline, responsibility, politeness, and integrity.

Through this practice, prospective teachers learn that character education cannot be taught merely at the theoretical level; it must be modeled directly. Polite communication, the use of value-oriented teaching methods, the selection of educational media, and professional appearance reflecting Islamic ethics are all integral parts of the character formation process. Thus, microteaching functions as a habituation medium for prospective PAI teachers to become role models (*uswah hasanah*) before entering real school environments.

Ideally, the profession of a PAI teacher carries a dual responsibility as both educator and instructor. In the role of educator, the teacher focuses on shaping students' character, morals, and personalities in accordance with social and civic values. Meanwhile, as an instructor, the teacher's primary responsibility is to equip students with knowledge and practical skills that enhance thinking, communication, and working abilities. The synergy between educational and instructional competencies aims to optimize students' cognitive, affective, and psychomotor potential so that they can contribute positively to themselves and their communities.

The designation of a professional teacher is attributed to an individual capable of establishing multidimensional relationships within the educational sphere. Internally, professionalism is measured by the fulfillment of administrative standards, academic qualifications, and strong personal character. Furthermore, professional teachers are required to possess a progressive long-term vision in responding to the evolving dynamics and challenges of the educational system. In this context, the term "profession" itself refers to two specific dimensions:

First, a profession as an occupation that requires specialized expertise acquired through formal education and training; and second, a profession as a form of service grounded in moral responsibility, adherence to a code of ethics, and commitment to specific competency standards. Thus, the teaching profession is not merely understood as the act of delivering instruction, but as a professional calling that demands integrity, discipline, and strong character commitment in its implementation.

This understanding aligns with the provisions of Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, which affirms that teachers are professional educators who must possess pedagogical, personal, social, and professional competencies.

CONCLUSIONS

Based on the research findings and discussion, it can be concluded that microteaching practice plays a significant role in the process of internalizing character education values among prospective Islamic Religious Education (PAI) teachers. The internalization of character values in microteaching extends beyond the mastery of teaching skills and is reflected in the formation of professional attitudes and behaviors among student teachers as future educators.

The character education values internalized through microteaching practice include religiosity, honesty, discipline, responsibility, and the ability to communicate politely and empathetically. The process of value internalization occurs gradually through the stages of knowing, feeling, and acting, as demonstrated in students' understanding of character values, their internal reflection and appreciation of these values, and their manifestation in concrete behaviors during teaching practice.

As a small-scale teaching exercise, microteaching has proven to be effective not only in developing pedagogical competence but also as a strategic medium for shaping the professional character of prospective PAI teachers. Through habituation, modeling, and continuous evaluation, students gain initial experience in constructing their professional identity as educators with noble character.

Theoretically, this study reinforces the view that character education cannot be separated from practical learning processes, but must be systematically integrated into every stage of teacher preparation. Practically, the findings imply that microteaching lecturers should design learning experiences that are not solely oriented toward technical pedagogical aspects, but that consciously internalize character values through reflection, evaluation, and exemplary conduct.

Therefore, microteaching should be designed and implemented in a more integrated manner with character education values, so that it can serve as a strong foundation for prospective Islamic Religious Education teachers in carrying out their roles and responsibilities within the educational sphere.

REFERENCES

- Allen, D. W., & Ryan, K. (2011). *Microteaching*. Addison-Wesley.
- Al-Ghazali. (n.d.). *Ihya' Ulumuddin* (Vol. III). Dar al-Fikr.
- Heryadi, D., & Nursobah, A. (2025). Internalisasi nilai pendidikan karakter. *Jurnal Pendidikan Islam*, 11(2)
- Ilyas. (2022). Strategi peningkatan kompetensi profesional guru. *Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran (JIEPP)*, 2 (1).
- Lickona, T. (2013). *Educating for character*. Bantam Books.
- Mulyasa, E. (2013). *Menjadi guru profesional*. Remaja Rosdakarya.
- Nata, A. (2020). *Pendidikan dalam perspektif Islam*. Kencana.
- Rifki, M., Sofyan, S., Abdussalam, A., Suryadi, U., & Parid, M. (2023). Internalisasi nilai-nilai karakter melalui metode keteladanan guru di sekolah. *Jurnal Basicedu*, 7(1)
- Rusman. (2017). *Model-model pembelajaran: Mengembangkan profesionalisme guru*. Rajawali Pers.
- Safitri, S. D. (2024). Strengthening character education. *Afkarina*, 9 (1).
- Sari, R. P. (2021). Strategi internalisasi pendidikan karakter oleh guru PAI. *Educatio*, 16 (2)
- Siti, F., & Waqiatul, M. (2025). Implementasi microteaching dalam meningkatkan keterampilan mengajar mahasiswa Pendidikan Agama Islam UIN Madura angkatan 2021. 1 (4).
- Suyanto. (2010). *Urgensi pendidikan karakter*. Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Zainuddin, M., & Rahmawati, L. (2024). Microteaching bernuansa Islami. *Jurnal Edukasi Islam*, 13 (1).
- Zubaedi. (2019). *Desain pendidikan karakter*. Kencana.