

Strengthening the Pedagogical Competence of Arabic Language Education Students through Microteaching Learning in the Arabic Education Study Program at Universitas Ibrahimy

Akhsan¹, Ahmadi M², Hasanah³

¹ Universitas Ibrahimy, Jawa Timur, Indonesia

² Universitas Ibrahimy, Jawa Timur, Indonesia

³ Universitas Ibrahimy, Jawa Timur, Indonesia



ahsanthayyib@gmail.com

Abstract

Pedagogical competence is a fundamental competency that prospective Arabic language teachers must possess to conduct effective, communicative, and professional learning. This study aims to describe the implementation of microteaching and analyze its role in strengthening the pedagogical competence of students in the Arabic Language Education Study Program at Ibrahimy University. A descriptive qualitative approach was employed, with data collected through observations, interviews, and documentation. The participants consisted of one microteaching lecturer and fifteen sixth-semester students selected through purposive sampling based on their active involvement in microteaching activities. Data were analyzed through data reduction, data display, and conclusion drawing, while source and technique triangulation were used to ensure validity. The findings reveal that microteaching significantly contributes to the development of students' pedagogical competence, particularly in lesson planning, classroom management, instructional delivery, the use of teaching methods and media, and the provision of reflective feedback. Repeated teaching practices also enhanced students' self-confidence, communication skills, and readiness to teach in real classroom settings. Furthermore, the study found that pedagogical competence is not shaped solely through technical teaching practice but is also influenced by the Islamic boarding school academic culture that promotes discipline, responsibility, collaboration, etiquette, and the use of Arabic in daily academic interactions. Therefore, the integration of microteaching and Islamic boarding school academic culture offers an effective model for preparing prospective Arabic language teachers who are pedagogically competent, communicative, and characterized by strong Islamic values.

Keywords: pedagogical competence; microteaching; Islamic boarding school culture; prospective teachers.

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INTRODUCTION

Pedagogical competence is one of the primary competencies that prospective teachers must possess in carrying out effective and professional learning processes. This competence includes the ability to understand students' characteristics, design learning activities, implement instruction, and systematically evaluate learning outcomes. In the context of Arabic Language Education (PBA), pedagogical competence is highly important

because Arabic language learning requires not only mastery of linguistic materials but also classroom management skills and the use of appropriate instructional strategies. Arabic language teachers are expected to create active, communicative, and student-centered learning environments. Abdurrahman et al. (2015) emphasize that pedagogical and professional competence are fundamental aspects that Arabic language teachers must possess in order to conduct effective learning processes. Therefore, strengthening pedagogical competence needs to be initiated while students are still undergoing teacher education programs at higher education institutions.

One effort to strengthen the pedagogical competence of prospective teachers is through microteaching learning. Microteaching is a practical course designed to train students' basic teaching skills in simplified and limited classroom situations. Through this learning process, students are trained to master skills such as opening and closing lessons, explaining materials, asking questions, varying instructional activities, providing reinforcement, and managing classrooms. Rahman, Fatmawati, and Tahir (2023) explain that microteaching serves as an important medium for developing the teaching readiness of Arabic Language Education students because they are required to manage learning systematically and professionally. In addition, microteaching functions as a bridge between educational theories and real classroom practice before students undertake School Field Practice (PLP). Rahmah et al. (2024) state that microteaching learning provides both theoretical and practical experiences for prospective teachers in preparing them for actual classroom instruction in schools. Therefore, microteaching learning plays a strategic role in shaping the professionalism of prospective Arabic language teachers.

The urgency of this study is based on the importance of improving the quality of pedagogical competence among prospective Arabic language teachers in higher education institutions. Strong pedagogical competence influences the quality of learning implemented by teachers when they enter the professional educational environment. On the other hand, some prospective teachers still experience difficulties in preparing lesson plans, selecting appropriate teaching methods, and managing classrooms effectively. This condition indicates that microteaching learning still requires further strengthening in order to produce competent and professional future teachers. In addition, curriculum development and the demands of 21st-century learning require students to possess adaptive, creative, and innovative pedagogical skills. Therefore, research on strengthening pedagogical competence through microteaching learning is important as an effort to evaluate and improve the quality of teacher education programs for prospective Arabic language teachers.

Studies on microteaching and pedagogical competence have been widely conducted by previous researchers. Rahman et al. (2023) found that the microteaching performance of Arabic Language Education students was influenced by their readiness in preparing lesson plans and their classroom management abilities. Jundi and Yasin (2020) demonstrated that microteaching learning trains students to master six basic teaching skills, namely opening and closing lessons, explaining materials, varying instructional activities, asking questions, providing reinforcement, and managing classrooms. In addition, Rahmah et al. (2024) explained that microteaching learning effectively improves the competency readiness of prospective teachers before they undertake teaching practice in schools. These previous studies indicate that microteaching contributes significantly to the development of pedagogical competence among prospective teachers. However, earlier research mainly focused on the effectiveness of microteaching and the analysis of basic teaching skills in general.

Based on the review of previous studies, research concerning the strengthening of pedagogical competence through microteaching learning in pesantren-based higher education institutions remains relatively limited. To date, few studies have specifically examined how microteaching learning contributes to strengthening the pedagogical

competence of Arabic Language Education students in the PBA Study Program at Universitas Ibrahimy. In fact, pesantren-based higher education institutions possess distinct academic cultures and learning approaches compared to general universities. The novelty of this study lies in its focus on strengthening the pedagogical competence of Arabic Language Education students through microteaching learning within the context of a pesantren-based university. This study aims to describe the implementation of microteaching learning and analyze its role in strengthening the pedagogical competence of Arabic Language Education students at Universitas Ibrahimy. The study employed a descriptive qualitative approach using observation, interviews, and documentation as data collection techniques. In this research, the term microteaching refers to a micro-learning process designed to train the basic teaching skills of prospective teachers in limited classroom situations before engaging in actual teaching practice in schools.

METHOD

This study employed a qualitative approach with a descriptive research design to examine the strengthening of pedagogical competence through microteaching learning among students of the Arabic Education Study Program at Universitas Ibrahimy. A qualitative approach was selected because this study aimed to describe comprehensively the implementation of microteaching learning and its contribution to the pedagogical competence of prospective Arabic language teachers. Qualitative research seeks to understand social phenomena based on natural settings and participants' perspectives (Moleong, 2018). The population of this study consisted of all sixth-semester students of the Arabic Education Study Program who attended the microteaching course in the 2025/2026 academic year. The participants were selected using purposive sampling, namely selecting participants based on specific considerations relevant to the research objectives (Sugiyono, 2022). The research participants included the lecturer of the microteaching course and students actively involved in teaching practice activities. The research was conducted during the implementation of the microteaching course at the Arabic Education Study Program, Universitas Ibrahimy.

The data were collected through observation, interviews, and documentation. Observation was conducted directly during the students' microteaching practices to identify pedagogical skills demonstrated in the teaching process, including lesson opening and closing skills, classroom management, teaching methods, instructional media use, and material explanation skills. Semi-structured interviews were conducted with lecturers and students to obtain in-depth information regarding the implementation of microteaching and its role in strengthening pedagogical competence. Creswell (2018) states that semi-structured interviews allow researchers to obtain flexible and in-depth information according to the research context. Documentation techniques were also used to collect supporting data such as lesson plans, assessment sheets, academic documents, and photographs related to the microteaching activities. In qualitative research, the researcher acts as the primary instrument, while observation and interview guidelines function as supporting instruments during data collection (Sugiyono, 2022). The data collection process was carried out throughout the semester during the implementation of the microteaching course.

Data analysis was conducted interactively through data reduction, data display, and conclusion drawing as proposed by Miles, Huberman, and Saldaña (2014).

Data reduction was carried out by selecting and focusing data relevant to the strengthening of pedagogical competence through microteaching learning. Subsequently, the data were presented descriptively to facilitate interpretation and understanding of relationships among findings. To ensure the validity and reliability of the data, this study employed source triangulation and technique triangulation by comparing data obtained

from observations, interviews, and documentation (Moleong, 2018). Member checking was also conducted to confirm the accuracy of the findings with the participants. This study was limited to investigating pedagogical competence within the context of microteaching learning at Universitas Ibrahimy and did not cover all aspects of teacher competence comprehensively. Therefore, the findings are contextual and may not be generalized broadly to all Arabic language education programs in different higher education institutions.

RESULT AND DISCUSSION
RESULT

Based on the observations conducted during the implementation of the microteaching course in the Arabic Education Study Program (PBA) at Universitas Ibrahimy, students generally demonstrated adequate pedagogical competence in conducting teaching practices. Most students were able to prepare lesson plans systematically before carrying out teaching simulations. During the learning process, students showed the ability to open lessons, deliver learning objectives, and explain Arabic learning materials coherently. Several students also used instructional media such as PowerPoint presentations, Arabic vocabulary cards, and interactive question-and-answer activities to support the learning process. Classroom observations indicated that the use of instructional media contributed positively to students’ confidence during teaching practice (Observation, 2026). However, some students still experienced difficulties in managing classroom interaction effectively, especially when responding to passive students during simulation activities.

Table 1. Pedagogical Competence Strengthening Materials
in the Microteaching Course

Pedagogical Aspect	Learning Materials in Microteaching
Learning Planning	Lesson plan preparation, learning objectives formulation, teaching scenario design
Learning Implementation	Opening lessons, explaining materials, questioning techniques, reinforcement
Classroom Management	Student engagement, classroom interaction, time management
Instructional Media	PowerPoint utilization, visual media, interactive learning tools
Teaching Methods	Discussion, communicative approach, drill method, question and answer
Learning Evaluation	Assessment techniques, reflective feedback, peer evaluation
Professional Development	Teaching reflection, self-evaluation, teaching ethics

The observation results also showed that students had begun to apply various teaching methods during microteaching sessions. Some students used discussion methods, direct instruction, question-and-answer techniques, and simple communicative approaches in teaching Arabic language materials. The implementation of varied teaching methods made the classroom atmosphere more active and interactive during teaching simulations. Several students were able to encourage peer participation through ice-breaking activities and short Arabic conversations at the beginning of the lesson. According to the lecturer’s evaluation sheet, students who actively applied varied teaching methods tended to achieve

better scores in classroom management and student engagement indicators (Documentation, 2026). Nevertheless, several students still relied heavily on lecture-based teaching and demonstrated limited variation in instructional strategies during the practice sessions.

Interview results with the microteaching lecturer revealed that the course was designed not only to train teaching skills but also to strengthen students’ pedagogical awareness as prospective Arabic language teachers. The lecturer explained that students were required to prepare lesson plans, instructional media, and teaching scenarios before conducting classroom simulations. In addition, students received direct feedback from both lecturers and peers after each teaching practice session. This feedback process was considered important in helping students identify their strengths and weaknesses in teaching performance. According to the lecturer, continuous reflection during microteaching activities significantly contributed to the improvement of students’ pedagogical competence (Interview with Lecturer, 2026). The lecturer also stated that students who consistently revised their teaching performance after evaluation showed noticeable improvement in subsequent teaching practices.

Findings from student interviews indicated that most participants considered microteaching an effective medium for improving their confidence and readiness to become teachers. Several students stated that they initially felt nervous and lacked confidence when conducting teaching simulations in front of their peers. However, after participating in repeated teaching practices and receiving feedback, they gradually became more confident in delivering learning materials and managing classroom situations. Students also acknowledged that microteaching helped them understand the practical implementation of pedagogical theories learned in previous courses. One participant explained that the course enabled students to recognize the importance of lesson planning, time management, and classroom interaction in Arabic language learning (Interview with Student A, 2026). Another participant stated that peer feedback during microteaching activities encouraged self-reflection and motivated improvement in teaching performance (Interview with Student B, 2026).

The documentation data further demonstrated improvements in students’ teaching performance throughout the semester. Assessment sheets from the lecturer indicated that most students experienced gradual improvement in several pedagogical indicators, particularly in lesson opening skills, material explanation, and classroom interaction. Students also showed progress in using Arabic expressions during classroom instruction and delivering learning objectives more clearly. The following table summarizes several pedagogical competencies observed during microteaching activities.

Table 2. Observation Results of Students’ Pedagogical Competence in Microteaching Learning Activities

Pedagogical Competence Indicators	Findings from Observation
Lesson Opening Skills	Most students were able to motivate and introduce learning objectives clearly
Material Explanation	Students explained materials systematically and understandably
Classroom Management	Some students still faced difficulties managing passive participants
Instructional Media Use	PowerPoint and vocabulary cards were frequently utilized
Teaching Method Variation	Discussion and Q&A methods were commonly applied

The table above shows that students generally demonstrated satisfactory pedagogical competence during teaching practice activities, although several aspects still required improvement, particularly classroom management and instructional variation (Documentation, 2026).

Observation findings also revealed that the pesantren-based academic environment at Universitas Ibrahimy influenced students' attitudes during microteaching activities. Students tended to demonstrate respectful communication, collaborative interaction, and disciplined participation throughout the teaching simulations. Arabic expressions commonly used in Islamic boarding school culture were frequently incorporated into classroom interaction during lesson delivery. This academic atmosphere contributed to the development of students' teaching ethics and confidence as prospective teachers. Several students stated that the integration of pesantren values into classroom practice helped them feel more prepared to teach in Islamic educational institutions (Interview with Student C, 2026). In addition, the lecturer emphasized that the pesantren environment encouraged students to combine pedagogical competence with moral and communicative values during the learning process (Interview with Lecturer, 2026).

Figure 1. Implementation of Microteaching Practice
by Arabic Education Students at Universitas Ibrahimy



Despite these positive findings, several limitations were still identified during the implementation of microteaching learning. Some students experienced difficulties in maintaining classroom interaction when teaching materials became more complex. Limited teaching duration during simulation activities also restricted students from exploring broader instructional strategies. Furthermore, not all students demonstrated equal competence in using instructional media and applying communicative approaches in Arabic language teaching. Observation results indicated that students with stronger prior teaching experience performed better during classroom simulations compared to those with limited experience (Observation, 2026). These findings suggest that pedagogical competence development through microteaching requires continuous practice, reflection, and guidance to achieve more optimal outcomes for prospective Arabic language teachers.

DISCUSSION

The findings of this study indicate that microteaching learning contributed significantly to strengthening students' pedagogical competence in the Arabic Education Study Program at Universitas Ibrahimy. Based on classroom observations and documentation, students demonstrated improvement in lesson planning, classroom management, instructional delivery, and teaching interaction during the microteaching process. These findings support the argument of Abdurrahman et al. (2015), who state that pedagogical competence includes the ability to design, implement, and evaluate learning effectively. The observation data also revealed that students who prepared lesson plans systematically tended to perform more confidently and interactively during teaching simulations. This finding is consistent with Rahman, Fatmawati, and Tahir (2023), who found that teaching readiness and lesson planning significantly influence students' teaching performance in microteaching activities. Therefore, the present study confirms that microteaching serves as an essential pedagogical training process for prospective Arabic language teachers.

The implementation of various instructional methods during microteaching activities also became an important finding in this research. Students applied discussion methods, communicative approaches, question-and-answer techniques, and simple Arabic conversation practices to increase classroom interaction. These practices demonstrate that students had begun to apply student-centered learning approaches in classroom simulations. According to Widodo et al. (2021), student-centered Arabic learning enables students to become more active, communicative, and engaged during instructional activities. In addition, Jundi and Yasin (2020) explain that microteaching learning trains students to master basic teaching skills, including questioning, reinforcement, and classroom interaction management. The present findings support these previous studies because students who implemented varied teaching strategies showed better classroom engagement and instructional confidence. However, observation results also indicated that some students still relied heavily on lecture-based instruction, suggesting that pedagogical mastery among students remained varied.

Another important finding of this study is the influence of the pesantren-based academic environment on the development of students' pedagogical competence. During microteaching activities, students demonstrated respectful communication, collaborative interaction, and disciplined classroom behavior. Arabic expressions commonly practiced in pesantren culture were integrated naturally into classroom interaction during teaching simulations. This condition reflects that pedagogical competence development at Universitas Ibrahimy is not only oriented toward technical teaching skills but also toward ethical and communicative values. This finding differs slightly from previous studies, which generally focused only on instructional skills and classroom performance (Rahmah et al., 2024). The novelty of this study lies in its emphasis on the integration of pesantren academic culture with microteaching learning in strengthening pedagogical competence among prospective Arabic language teachers. Thus, this study contributes a contextual understanding that pedagogical competence in Islamic higher education institutions can be strengthened through the combination of instructional practice and pesantren educational values.

Despite the positive findings, this study also identified several limitations in the implementation of microteaching learning. Some students still experienced difficulties in maintaining classroom interaction and applying varied instructional methods when teaching more complex Arabic materials. Limited teaching duration during simulation activities also reduced opportunities for students to explore broader pedagogical strategies. These findings indicate that pedagogical competence development requires continuous practice, reflection, and intensive guidance from lecturers. Moleong (2018) explains that

competency development in qualitative educational settings is strongly influenced by learning experiences and reflective processes during instructional practice. Therefore, future studies are recommended to investigate the long-term impact of microteaching on teaching performance during field teaching practice or professional teaching internships. In addition, further research may explore the integration of digital instructional media and technology based Arabic learning strategies in strengthening prospective teachers' pedagogical competence

Figure 2.

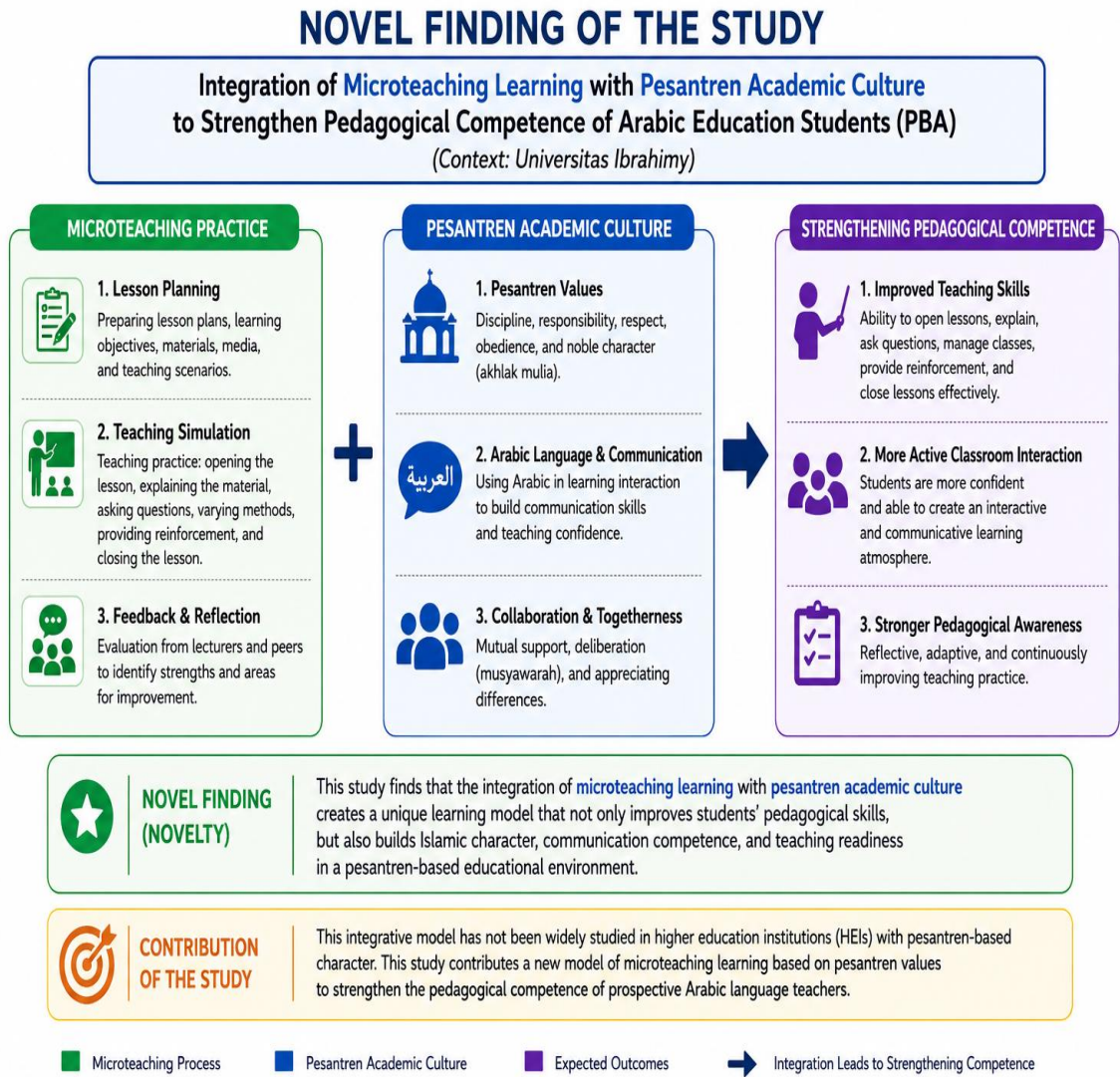


Figure 2 illustrates the novel finding of this study, namely the integration of microteaching learning with pesantren academic culture in strengthening the pedagogical competence of Arabic Education students at Universitas Ibrahimy. The figure demonstrates that pedagogical competence development is not only formed through teaching practice activities such as lesson planning, teaching simulation, and reflective feedback, but is also influenced by pesantren values including discipline, responsibility, communication ethics, collaboration, and the use of Arabic in daily academic interaction. This integration contributes to improving students' teaching skills, classroom interaction, pedagogical awareness, and teaching readiness as prospective Arabic language teachers. The figure further highlights that the pesantren based academic environment creates a distinctive

microteaching model that combines pedagogical competence with Islamic character formation and communicative learning culture. Therefore, this study offers a contextual contribution to the development of microteaching learning models in Islamic higher education institutions, particularly in pesantren-based universities.

CONCLUSION

Microteaching learning contributed significantly to strengthening the pedagogical competence of students in the Arabic Education Study Program at Universitas Ibrahimy. Through teaching simulations, lesson planning, classroom management practices, instructional media utilization, and reflective feedback activities, students demonstrated improvement in teaching skills and pedagogical awareness as prospective Arabic language teachers. The implementation of varied instructional methods during microteaching activities also encouraged students to create more interactive and communicative classroom environments. In addition, the integration of pesantren academic culture positively influenced students' discipline, communication ethics, collaborative attitudes, and confidence in conducting Arabic language instruction. These conditions indicate that pedagogical competence development becomes more effective when instructional practice is combined with Islamic educational values and pesantren based academic traditions.

This study provides a contextual contribution to the development of microteaching learning models in Islamic higher education institutions, particularly within pesantren based universities. Unlike previous studies that mainly emphasized technical teaching skills, this research highlights the importance of integrating pedagogical training with pesantren academic culture in preparing professional and morally grounded Arabic language teachers. The study implies that microteaching learning should not only focus on instructional competence but also foster reflective, communicative, and character-oriented teaching practices. Although the scope of this research was limited to one study program and specifically addressed pedagogical competence, the results offer meaningful insights for improving teacher education programs in similar educational settings. Therefore, the integration of microteaching learning and pesantren academic values may serve as an alternative model for strengthening the pedagogical competence and professional readiness of prospective Arabic language teachers.

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