

Micro-teaching and teacher professional development: Perceptions of English student teachers at UIN Raden Fatah Palembang

Umar Abdullah^{a,1,*}, Rini Susanti^{b,2}, Aisyah Shafira Birliani Gumai^{a,3}



^a Universitas Islam Negeri Raden Fatah Palembang, Indonesia, Jl. Prof. K.H. Zainal Abidin Fikry Km.3 Pahlawan, Kemuning, Palembang 30126, Indonesia

^b Universitas Muhammadiyah Palembang, Jl. Jenderal Ahmad Yani, 13 Ulu, Seberang Ulu II, Palembang 30263, Indonesia

¹umarabdullah@radenfatah.ac.id*, ²rini@um-palembang.ac.id, ³aisyahgumai02052005@gmail.com

* Corresponding author

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ABSTRACT

Micro-teaching provides student teachers with opportunities to connect pedagogical knowledge with teaching practice before entering real classroom settings. This study explored English student teachers' perceptions of the micro-teaching program at UIN Raden Fatah Palembang and its perceived contribution to their preparation as future English teachers. Using a descriptive survey design, the study involved 68 student teachers enrolled in a micro-teaching course during the 2025/2026 academic year. Data were collected through an online questionnaire comprising five-point Likert-scale items and open-ended questions. Survey data were analyzed using descriptive statistics, while open-ended responses were reviewed descriptively to provide contextual and illustrative support. Participants evaluated the program very positively, particularly its organization, relevance to future teaching, lecturer guidance, and supportive learning environment, and perceived positive contributions to their pedagogical understanding, teaching skills, classroom communication, use of teaching media and technology, and confidence. However, nervousness, classroom management, and time-management remained challenges, while additional teaching practice and more individualized feedback emerged as priorities for improvement. The findings provide context-specific evidence that student teachers in an underexamined Islamic higher-education setting in Indonesia perceive micro-teaching as a meaningful professional learning space connecting pedagogical knowledge with practice, reflection, and feedback, while continuing to identify areas requiring further development.



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1. Introduction

Teacher professional development is now a top concern in education worldwide and has become one of the most important issues in global education, especially in English Language Teaching (ELT). In the 21st century, teachers are expected not only to master the subject matter but also to have pedagogical competence, technological literacy, communication skills, classroom management skills, and reflective awareness. Since the quality of teachers is strongly linked to students' learning

outcomes, preparing competent future teachers has become a major priority in teacher education institutions worldwide. In an English as a Foreign Language (EFL) situation such as in Indonesia, this issue is becoming even more important since English is needed to facilitate effective language learning, even though there are several contextual difficulties involved, such as limited exposure to the language, a wide variety of student abilities, problems relating to classroom management, and rapid changes in the education sector.

In Indonesia, teacher professionalism has been emphasized through various educational reforms and policies. Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers must possess four major competencies: pedagogical, professional, social, and personal. These competencies indicate that prospective teachers should be comprehensively prepared before entering actual classrooms. Consequently, teacher education programs need to provide opportunities that connect pedagogical theory with real-world teaching practice. One of the most important components of teacher preparation programs is micro-teaching.

Micro-teaching has long been regarded as an essential part of teacher education. According to Allen and Eve (1968), micro-teaching is a reduced form of teaching which is intended to train specific teaching skills in a simplified classroom situation. It allows student teachers to practice teaching in front of their peers or small groups prior to giving a lesson in a real classroom. The simplified setting enables student teachers to concentrate on specific abilities such as lesson planning, instructional delivery, questioning techniques, classroom management, reinforcement, and evaluation.

In current teacher education, micro-teaching is often viewed not merely as a technical training activity but also as a setting in which student teachers can engage in practice, feedback, and reflection. During micro-teaching sessions, student teachers commonly engage in lesson preparation, teaching practice, peer observation, lecturer feedback, self-reflection, and reteaching. These activities can encourage student teachers to examine their teaching performance critically and identify areas for further development. Therefore, micro-teaching has become an important bridge between theoretical learning and actual teaching practice.

The significance of micro-teaching in Indonesia is intimately linked to the challenges pre-service English teachers have to deal with. In Indonesian EFL classrooms, teachers frequently encounter problems regarding students' low motivation, the large class sizes, the lack of learning materials, the implementation of the curriculum, and the adoption of technology. Because of this, English student teachers need to possess adequate preparation before taking part in their school-based teaching practice programs. Micro-teaching serves as an intermediate stage and gives student teachers the chance to practice their instructional skills, classroom interaction, and teaching within a supportive learning environment.

At UIN Raden Fatah Palembang, micro-teaching is a required course for English Education student teachers. This course helps student teachers prepare for real classroom teaching by giving them chances to practice teaching skills in a structured way. UIN Raden Fatah Palembang is an Islamic university, and in this study, it serves simply as the research setting, not as a factor affecting micro-teaching. In micro-teaching classes, student teachers design lesson plans, use different teaching methods, work with instructional media, manage classrooms, communicate in English, and interact with students. They also get feedback from lecturers and classmates about their teaching. These activities help student teachers build their teaching knowledge, confidence, and readiness for school-based teaching practice (Dewi et al., 2024). These goals match the main ideas of effective teacher professional development described by Darling-Hammond et al. (2017).

Research shows that student teachers often find microteaching helpful for improving their teaching skills and preparing for their careers. By practicing teaching in simulated classrooms, they can try out teaching methods and notice what they do well and what needs work. Also, activities that encourage reflection during micro-teaching help them think more carefully about their teaching and improve next time (Derinalp, 2022). However, even with these benefits, student teachers can face challenges during micro-teaching. Some feel nervous teaching in front of classmates, while others have trouble managing the class, explaining lessons clearly, managing time, and using English during

lessons. Short teaching periods, insufficient personal feedback, and poor use of technology can also affect how student teachers feel about micro-teaching programs.

Furthermore, those who oppose the micro-teaching program claim that although it is a useful aid, it cannot completely take the place of actual classroom experience since it does not have the unpredictability, the variety of students, and the everyday difficulties found in a real classroom; consequently, it is hard to apply these skills in an actual classroom because the practice takes place in a controlled environment with fellow students acting as the pupils (Kpanja, 2001; Odo, 2023). The program also places a great deal of emphasis on feedback, but peers tend to give only superficial comments or rather polite criticisms in order not to harm their friendships (Odo, 2023). In order to encourage thorough reflection, teacher candidates need to receive well-structured and constructive advice from both their peers and from instructors (Erdemir & Yeşilçınar, 2021; Odo, 2026). In the end, micro-teaching only proves to be effective when the experience feels authentic and when the feedback actually assists the student teachers in their learning.

Micro-teaching is intimately associated with reflective practice and teacher professional development. Reflection is the careful examination of one's beliefs and methods (Dewey, 1933) and learning by reflecting both on and during actual teaching is highly valuable for prospective teachers (Schön, 1983). In EFL teacher education, reflective practice can help student teachers identify challenges and consider ways to improve their teaching (Farrell, 2014). Recent studies have shown that reflection during micro-teaching can increase student teachers' awareness of their teaching strengths and weaknesses (Marlina et al., 2024; Nikmah et al., 2026). These perspectives provide a useful lens for interpreting the participants' self-reflections in the present study.

Micro-teaching is also related to teaching self-efficacy; (Bandura, 1997) described self-efficacy as the belief individuals have in their capacity to perform the actions required to achieve particular goals. In the context of teacher education, successful performances, feedback, and the process of overcoming difficulties can all contribute to a stronger belief in one's teaching abilities. Although self-efficacy was not directly measured in this study, the concept is useful for interpreting the confidence that the participants reported.

Multiple studies have identified a positive relationship between micro-teaching and student teachers' confidence and teaching abilities. According to Gunawan (2025), micro-teaching helped EFL student teachers feel more confident, manage classrooms more effectively, and teach more clearly. Likewise, Khofifatudzikriyah et al (2026) found that reflective micro-teaching activities contributed to the development of a professional identity and teaching confidence among EFL pre-service teachers. These studies therefore provide a background for interpreting the participants' reported levels of confidence and professional learning in this research. In this study, however, confidence and professional identity are treated as interpretive concepts rather than as separate measured variables.

The use of technology has now become a major emphasis in teacher training. It is increasingly expected of English teachers to make effective use of technology in their teaching methods. Technological Pedagogical Content Knowledge (TPACK) is seen as a framework which equips future teachers for today's classrooms (Zhou et al., 2024). In micro-teaching programs, student teachers often employ a range of tools including PowerPoint, digital platforms, online teaching materials, and video recordings to improve their lessons. For student teachers to use technology effectively, it is necessary to align the chosen technological tools with the instructional aims and the EFL content. However, previous studies (for example, (Bannus & Emeral, 2025; Mafulah & Febrianti, 2025; Ridha & Fithriani, 2023)) show that many student teachers in Indonesia still have difficulties when it comes to incorporating technology during their micro-teaching. Lack of technological skills, poor facilities and insufficient training are the barriers that have been identified to the effective use of information and communication technology in teaching. In this study, technology integration is looked at as part of the participants' views on their micro-teaching preparation, not as a separate measured TPACK construct.

A number of researchers have looked into micro-teaching as part of teacher training. (Darmayenti et al. 2019) discovered that concentrating on English language skills during micro-teaching enables student teachers to improve both their teaching and their language abilities. Their study indicated that carrying out teaching practice in an organized manner increases student teachers' competence. Darsih et al. (2024) investigated lesson study in the context of micro-teaching classes and found that when teachers jointly reflect on their teaching practice, this helps them to develop their teaching skills and advance professionally. They also pointed out some difficulties, including time management and the use of technology. Rianti et al. (2025) looked at how English Education students performed when assessed on their teaching skills in micro-teaching sessions. Although most of the student teachers did well, some had problems with asking questions and interacting with students. Marlina and Sri (2024) stressed the importance of student teachers reflecting on their own practice in order to enhance their teaching awareness during micro-teaching sessions. This kind of reflection enables student teachers to identify areas needing improvement and as a result become more confident and effective. To sum up, micro-teaching is a valuable method for student teachers to develop their skills and become better educators.

Although previous research has documented generally positive experiences and outcomes associated with micro-teaching, context-specific evidence from Islamic higher-education institutions in Indonesia remains scarce. Limited attention has been paid to micro-teaching in these institutions. Moreover, previous studies have often focused on specific aspects of micro-teaching rather than on describing student teachers' perceptions throughout program implementation, including their perceived contributions to teaching knowledge and skills, challenges, feedback, and areas for improvement. Therefore, further research is needed to document how English student teachers perceive and evaluate micro-teaching within this underexamined institutional context.

This study offers new insights into micro-teaching by focusing on the English Education Study Program at UIN Raden Fatah Palembang, a setting that has not been widely studied. Rather than examining the effects of Islamic values on micro-teaching, the research explores how student teachers experience and view micro-teaching at this Islamic university. It looks at several aspects, such as how micro-teaching is carried out, its impact on teaching knowledge and skills, students' confidence and challenges, use of technology, feedback, and suggestions for improvement. The study uses various lenses, including reflection, confidence, professional identity, and technology as ways to interpret the findings, not as separate variables. Drawing on survey data and open-ended responses, the research provides a detailed picture of how student teachers see and experience professional learning through micro-teaching. The main objective was to understand how English student teachers at UIN Raden Fatah Palembang perceive the micro-teaching program and its contribution to preparing them to become English teachers.

2. Methodology

2.1. Research design

This study employed a descriptive survey design to examine student teachers' perceptions of the micro-teaching program. Data were collected through a survey questionnaire consisting of five-point Likert-scale items and open-ended questions. Descriptive survey designs are appropriate for describing participants' views, experiences, and characteristics within a defined population (Cohen et al., 2018). The Likert-scale items provided descriptive numerical data, while the open-ended questions provided brief contextual insights into participants' experiences, challenges, and perceptions. This design was appropriate because the study aimed to describe participants' perceptions and to identify strengths, challenges, and areas for improvement in the micro-teaching program, rather than to test relationships or differences between variables.

2.2. Setting and participants

The participants of this study were 68 student teachers enrolled in the English Education Program at UIN Raden Fatah Palembang. They were drawn from two classes in a micro-teaching course

during the 2025/2026 academic year. A total sampling technique was used, in which all students enrolled in the course were selected as research participants (Sugiyono, 2013). The participants were fifth-semester student teachers aged between 20 and 22 years, comprising 12 males and 56 females. Most participants had no prior teaching experience and were therefore at an early stage of developing their teaching knowledge and pedagogical skills through the micro-teaching course. Although total sampling enabled the study to include the entire cohort, the participants were selected from a single institution and cohort; thus, the findings should be interpreted within this specific context and may have limited applicability to other settings.

2.3. Data collection

Data were collected through an online survey administered via Google Forms after the participants completed their micro-teaching classes. The survey combined closed-ended Likert-scale items with open-ended questions. The open-ended questions allowed participants to describe their experiences, challenges, learning, and perceptions of micro-teaching in their own words and were used to provide contextual and illustrative support for the Likert-scale survey findings, rather than constituting a separate qualitative component.

Both the survey items and open-ended questions were developed by the researchers based on relevant theories and previous studies on micro-teaching, reflective practice, and teaching skills. The survey items were developed based on the key dimensions identified in the relevant literature (Artino et al., 2014; Cohen et al., 2018), while the open-ended questions were informed by principles of reflective practice in language teacher education, focusing on participants' experiences, challenges, learning, and perceptions of their micro-teaching practice (Farrell, 2014, 2018). An EFL teacher education expert reviewed both components for relevance and clarity, and they were subsequently piloted with a small group of student teachers similar to the study participants. Based on the feedback, minor revisions were made to improve the clarity and readability of several items and questions before the final administration.

The questionnaire employed a five-point Likert scale, ranging from strongly disagree to strongly agree, and measured participants' perceptions of program implementation, content knowledge improvement, teaching skills enhancement, and areas for future program improvement. Internal consistency was evaluated by Cronbach's alpha for each theoretically defined dimension. The program implementation dimension showed acceptable internal consistency ($\alpha = .738$), while the perceived improvements in teaching knowledge ($\alpha = .772$) and perceived need for improving the program ($\alpha = .782$) were good internal consistency. The perceived improvement in teaching skills dimension showed good internal consistency ($\alpha = .809$). Overall, the 20-item questionnaire showed a Cronbach's alpha coefficient of .865, indicating good overall internal consistency. The open-ended section consisted of nine questions addressing participants' overall impressions of the micro-teaching program; challenges encountered during teaching practice; teaching skills they perceived most improved; areas requiring further development; the most effective teaching strategies and methods; feelings during micro-teaching; useful feedback received; changes they would make in future teaching practices; and suggestions for improving future micro-teaching programs.

2.4. Data analysis

The survey data were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including mean scores and standard deviations, were used to characterize participants' perceptions of the micro-teaching program. Because the study aimed to describe participants' perceptions and identify strengths and areas for improvement in the micro-teaching program, the analysis focused on descriptive patterns rather than on testing relationships or differences between groups. Therefore, inferential statistics were not employed. The mean scores were interpreted as follows: 1.00-1.80 = Very Negative, 1.81-2.60 = Negative, 2.61-3.40 = Neutral, 3.41-4.20 = Positive, and 4.21-5.00 = Very Positive.

The open-ended responses were reviewed descriptively to identify recurring themes and used to provide contextual and illustrative support for the survey findings. They were not subjected to formal qualitative coding, thematic analysis, or separate qualitative interpretation.

2.5. Instrument Development and Quality Assurance

To strengthen the credibility of the findings, the survey items and open-ended questions were grounded in relevant theories and prior research. An expert in EFL teacher education reviewed them to ensure they were clear and relevant. The survey was also pilot tested with a small group of similar student teachers, and their feedback led to minor changes. Detailed descriptions of the research context and participants were provided to help readers interpret the results and consider how they might apply elsewhere (Guba & Lincoln, 1989).

2.6. Limitations

One limitation of the present study is the use of open-ended responses. Since these were obtained via an online survey and involved only brief written responses, they provided useful contextual information but did not constitute an in-depth qualitative dataset. The findings must therefore be seen mainly as descriptive survey results together with the participants' open-ended responses. Future research could use interviews, focus groups, or longitudinal reflective exercises to gain deeper insights into the experiences and professional development of student teachers.

3. Findings and Discussion

This study aimed to explore English student teachers' perceptions of the micro-teaching program in the English Education Study Program at UIN Raden Fatah Palembang and its perceived contribution to their preparation as future English teachers. The findings are presented in accordance with the two research questions.

3.1. Student teachers' perceptions of the micro-teaching program

To develop a more detailed picture of the micro-teaching program for English student teachers, descriptive statistics were recorded for each questionnaire item. The mean score for this construct (Table 1) was 4.65 ($M = 4.65$), and overall satisfaction with the micro-teaching program was very positive. The program was well organized and structured ($M = 4.82$), the learning activities were relevant to future teaching ($M = 4.78$), and the guidance provided by the teachers was effective ($M = 4.74$). They have shown that the students' views about the micro-teaching program were well-organized, professional, and supportive of their learning needs.

Table 1. Student teachers' perceptions of the micro-teaching program ($N = 68$)

Item	Mean	Interpretation
The program was well-organized and structured.	4.82	Very Positive
The materials and activities were relevant to my needs as a future teacher.	4.78	Very Positive
The allocated time was adequate.	4.24	Very Positive
The instructors provided clear guidance.	4.74	Very Positive
The learning environment was supportive.	4.68	Very Positive

The open-ended responses are more insightful regarding these positive reflections. The most recurrent theme among the reflective responses was the notion of micro-teaching as a real teaching experience. Many participants said that micro-teaching was the first time they had taught in front of a class and that it helped them learn the responsibilities of teaching. They felt that micro-teaching was a way for them to learn outside the classroom and apply pedagogical concepts in practice. One of the students (ST 13) said that micro-teaching was "my first experience teaching in front of a class (*pengalaman pertama mengajar secara langsung di depan kelas*).". At the same time, another (ST 23) explained that the program helped them "have the opportunity to experience what it is truly like to be a teacher (*merasakan bagaimana menjadi seorang guru yang sebenarnya*).". This experience helped participants understand the realities of classroom teaching and strengthened their perception that the program was relevant to their future profession. These open-ended insights explain the high rating for the relevance of the learning activities ($M = 4.78$).

Another major theme was the supportive role of the instructor over the entire course. The participants frequently pointed out how valuable the feedback they received following their teaching performances was. This feedback was described as constructive, thorough, and helpful in improving a number of aspects of teaching, such as lesson delivery, classroom communication, pronunciation, classroom management, and confidence. One participant (ST 39) mentioned that the lecturer's feedback had enabled them to spot weaknesses which they had not previously noticed. Similarly, ST 9 stated that the feedback had boosted their confidence and improved their classroom communication skills. Since these open-ended responses match closely with the high score given for instructor guidance ($M = 4.74$), it can be concluded that the feedback played an important role in shaping favorable views of the program.

The reflective responses also revealed that the program created a supportive learning environment for professional growth. Many students commented that micro-teaching provided a safe space to practice teaching and learn from teachers and peers. The students were also often asked to act like “real teachers” during the teaching simulations, which increased their interest and motivation. As ST 41 explained, the experience enabled them to “learn to become a teacher before entering a real school setting (*belajar menjadi guru sebelum terjun langsung ke sekolah*).” That authenticity and support appear to have been part of what made the learning environment so good ($M = 4.68$). Experiences teaching in that structured, yet supportive environment led to a stronger sense of professional identity and readiness to teach in the future.

Importantly, both the survey results and participants’ open-ended responses indicate that the student teachers viewed micro-teaching as a form of professional development rather than merely an activity they had to complete as part of a course, and that they regarded it as meaningful. This positive attitude toward the program was driven by the quality of the teaching opportunities, the favorable feedback they received from teachers, and the supportive learning environment. This highlighted the program's value as a form of professional training for future English teachers.

3.2. Contribution of the micro-teaching program to future teacher preparation

The second goal of this study was to examine participants’ perceptions of the micro-teaching program's contribution to their preparation as future English teachers. The survey findings indicate that participants perceived positive gains in both their teaching knowledge and skills. The overall mean score for perceived contributions to teaching knowledge ($M = 4.59$) and teaching skills ($M = 4.47$) was both within the very positive category. The overall mean score for suggestions for future program improvement was 4.06, indicating that participants’ generally positive perceptions coexisted with identified areas for further program development.

Table 2. Perceived contribution to teaching knowledge

Item	Mean	Interpretation
Improved understanding of basic teaching principles	4.78	Very Positive
Improved understanding of lesson planning	4.51	Very Positive
Improved understanding of pedagogical techniques	4.69	Very Positive
Improved understanding of ICT integration	4.38	Very Positive

Table 3. Perceived contribution to teaching skills

Item	Mean	Interpretation
Improved ability to deliver lessons clearly	4.69	Very Positive
Improved questioning strategies	4.35	Very Positive
Improved classroom management skills	4.47	Very Positive
Increased confidence in teaching practice	4.46	Very Positive
Improved use of teaching media	4.37	Very Positive

The open-ended responses provide further evidence of the program's contribution to participants' professional preparation. A recurring theme across the responses was the development of teaching knowledge and pedagogical understanding. Many participants reported that micro-teaching helped them better understand the stages of teaching, lesson organization, and classroom procedures. For

example, ST45 explained that the program helped them to "understand the steps involved in teaching a class (*memahami langkah-langkah mengajar di kelas*" and learn "*cara mengajar dengan baik dan benar*)." At the same time, ST51 reported that micro-teaching enabled them to understand better "the proper steps involved in conducting an effective lesson (*tahapan mengajar dengan baik dan benar*)." These reflective responses provide contextual support for the high ratings related to teaching principles ($M = 4.78$) and lesson planning ($M = 4.51$).

The participants believed that their teaching skills had improved, particularly regarding classroom communication, lesson delivery, and lesson organization. This belief was supported by the open-ended responses, with many student teachers saying they now had greater confidence when speaking in front of the class and could present their lesson content more clearly and in a more systematic way. ST57 observed that micro-teaching helped them speak confidently in front of the class and explain the learning material more clearly ("*kemampuan berbicara di depan kelas dan menjelaskan materi secara lebih terstruktur*"). ST61 also observed a marked improvement in communication skills and confidence in classroom presentations ("*keterampilan komunikasi dan kepercayaan diri saat berbicara di depan kelas mengalami peningkatan yang sangat signifikan*").

Confidence was one of the most frequently reported aspects of participants' micro-teaching experiences. Although participants described nervousness when teaching in front of others, many also reported feeling more confident or comfortable as their teaching practice progressed. ST66 said they were "extremely nervous (*gugup banget*)" but gradually "more relaxed (*lebih santai*)," and ST59 said "mixed emotions, feeling both nervous and excited at the same time (*campur aduk, antara gugup dan senang*)," but the experience was enjoyable and confidence-building. ST15 said, "I was initially nervous, but the micro-teaching course helped me become more confident in front of the class (*awalnya saya gugup, akan tetapi dengan adanya mata kuliah micro teaching ini saya menjadi lebih percaya diri*)."

At the same time, the open-ended responses indicated that participants viewed challenges in teaching practice as opportunities to identify areas requiring further development. Most students' experiences were nervousness, classroom management, and time management. Most participants said they were anxious when teaching in front of others, and some students said they did not like working on how to maintain students' attention and manage timing in their teaching. ST57 said, "I'm so nervous that I'm almost forgetting the lesson material that I've prepared (*terlalu gugup sehingga hampir lupa materi ajar*)" and ST65 said the greatest difficulty was "overcoming nervousness and time management while explaining the lesson material (*mengatasi rasa gugup dan mengatur waktu saat menjelaskan materi*)." The fact that these issues exist does not refute the survey results; on the contrary, they show that micro-teaching was a genuine means for students to identify their weaknesses and acquire professional skills in a supportive atmosphere.

A significant finding relates to the role of feedback in promoting professional development, since the participants frequently noted that feedback from lecturers had assisted them in improving their pronunciation, voice projection, classroom management, organization of lessons, and the way they delivered their instruction. For instance, ST63 said that he had received a great deal of feedback regarding voice projection, teaching pace, and the way the content was delivered, and ST64 stated that the feedback had helped him improve his time management and the effective use of instructional media. These responses show how important feedback is to the participants' professional learning and explain the positive ratings given for developments in teaching skills and the guidance they received as instructors. Instead, they serve as illustrative support for the participants' favorable evaluations and are not evidence of any objectively measured improvement in their teaching ability. Despite these positive evaluations, participants also identified several areas for improvement. The quantitative findings related to future program development are presented in Table 4.

Table 4. Suggestions for future program improvement

Item	Mean	Interpretation
More teaching practice opportunities are needed	4.37	Very Positive
More individual feedback is needed	4.07	Positive

Item	Mean	Interpretation
More varied and contextual materials are needed	4.12	Positive
Facilities should be improved	4.04	Positive
Greater technology integration is needed	4.12	Positive
The program requires further improvement to become more effective	3.63	Positive

As shown in Table 4, the strongest recommendation was for more opportunities for teaching practice ($M = 4.37$). Participants also asked for more individualized feedback ($M = 4.07$), more diverse and contextual teaching materials ($M = 4.12$), improved facilities ($M = 4.04$), and greater integration of technology into the micro-teaching program ($M = 4.12$).

The open-ended responses supported these findings. Indeed, many participants suggested increasing the frequency and duration of teaching practice sessions to allow for more skill development. As noted in ST66, "more teaching practice is necessary to help student teachers feel more comfortable and confident when teaching in classroom settings (*lebih banyak praktik mengajar agar semakin terbiasa dan percaya diri ketika mengajar di depan kelas*)," implying repeated practice in order to develop teaching confidence. Moreover, ST59 indicated that more teaching opportunities for students would enrich their classroom experience and help prepare them for future teaching jobs.

Participants also stressed the need for detailed feedback. ST64 stated that feedback from the lecturer was very helpful, as it improved "time management during teaching and the effective use of instructional media (*pengelolaan waktu saat mengajar dan penggunaan media pembelajaran*).\" At the same time, ST63 said they received positive feedback on "voice intonation, lesson delivery and pacing of instruction (*intonasi suara, penyampaian materi, dan pengaturan tempo mengajar*).\" They added that lecturer feedback was essential for identifying weaknesses in teaching and improving teaching performance.

Moreover, many participants emphasized the need for better facilities and greater integration of technology. Some of the participants suggested more diverse teaching resources and the use of teaching technology during teaching. These reflections indicate that they felt additional practice opportunities, constructive feedback, and enhanced learning resources were essential to further improve the micro-teaching program's effectiveness and to prepare student teachers for future professional practice.

In summary, both the survey data and open-ended responses indicate that participants viewed the micro-teaching program as a meaningful part of their preparation to become English teachers. They stated that it had made a positive difference to their understanding of teaching methods, their teaching skills, their ability to communicate in the classroom, and their confidence, although they also noted ongoing difficulties with nervousness, classroom management, and time management. The participants also appreciated the opportunity to connect theoretical knowledge with teaching practice, reflection, and instructor feedback. However, these findings reflect the participants' own perceptions and the experiences they have reported and may not objectively measure improvements in their teaching ability.

3.3. Discussion

This interpretation is situated within the study's descriptive framework. The consistently high survey scores suggest that participants viewed the micro-teaching program positively, especially regarding its organization, relevance, instructor guidance, and learning environment. The open-ended feedback further explains these high ratings, indicating that many participants saw micro-teaching as their first chance to act as an English teacher and to connect pedagogical concepts with teaching practice. This aligns with Allen and Eve's (1968) view of micro-teaching as a simplified setting for focused practice and with Darling-Hammond et al.'s (2017) focus on active learning, feedback, and practice in professional development. Nevertheless, these highly favorable ratings should not be mistaken for proof of effectiveness. Since the study relied on descriptive statistics and brief self-reports, the results reflect perceived value rather than objective improvements. The limited variability in ratings and possible social desirability bias may also have obscured more critical perspectives.

A central interpretation of the findings concerns the connection between practice and reflection. Participant reported perceived gains in lesson planning, pedagogical understanding, instructional delivery, classroom communication, and the use of teaching media, while their open-ended responses indicated that teaching simulations helped them recognize strengths and difficulties in their own practice. From Dewey (1933), Farrell (2014, 2018), and Schön (1983), the significance of such experiences lies not merely in performing a teaching task but in using experience as a basis for examining and reconsidering practice. The present findings therefore support viewing micro-teaching as a potential space for practice-reflection rather than merely a rehearsal of isolated techniques. This view is generally consistent with Marlina and Sri (2024) and Nikmah et al. (2026), both of whom emphasize the importance of reflective engagement in micro-teaching. That said, the current study did not assess the depth or quality of the participants' reflections and therefore cannot confirm that a higher level of reflective ability was developed. Instead, the results indicate that the participants felt they had opportunities to reflect on their teaching and identify areas needing further improvement.

Confidence became a significant yet more complicated element of the participants' reported experiences. Repeatedly, the participants admitted feeling nervous when teaching, yet stated that they became more at ease and confident as their practice continued. The fact that these two emotions coexisted is important, as it shows that positive professional learning experiences do not always eliminate anxiety; rather, micro-teaching may offer a fairly controlled environment in which beginning teachers encounter the emotional demands of teaching and begin to cope with them. This view is consistent with Bandura's (1997) self-efficacy approach, according to which successful performance and feedback can influence beliefs regarding one's capabilities, and also with various studies that have found links between micro-teaching, teaching confidence and anxiety (Gunawan, 2025; Jeon, 2025; Sanjaya et al., 2024). Nevertheless, self-efficacy was not directly measured, and the study did not monitor any changes in anxiety or confidence over time. It must therefore be understood that the findings reflect the participants' reported levels of confidence and nervousness and not as proof that micro-teaching increased self-efficacy or reduced teaching anxiety.

Feedback seems to play a key role in connecting practice with reflection. Participants reported that feedback from lecturers helped them focus on lesson organization, pronunciation, voice projection, delivery, classroom management, time management, and the use of media. This finding aligns with a reflective-practice approach, in which feedback can prompt teachers to re-examine specific elements of their performance (Farrell, 2014), and with research highlighting the value of structured feedback in micro-teaching (Erdemir & Yeşilçınar, 2021; Odo, 2023, 2026). Nevertheless, participants' request for more individualized feedback is significant; it indicates that although they valued feedback, it was not necessarily adequate in its current form. Therefore, the findings do more than confirm that feedback is beneficial; they suggest a possible conflict between the perceived quality of the instruction given and participants' wish for more personally tailored feedback. Because the study did not examine the frequency, content, timing, or extent to which the feedback was taken on board, it is not possible to determine which feedback practices were most helpful or whether the feedback led to observable changes in their subsequent teaching.

The difficulties mentioned stand in sharp contrast to the generally positive assessments and highlight that micro-teaching cannot serve as a full substitute for real classroom experience. Even though the participants gave positive evaluations of their progress as teachers, they still had ongoing worries about feeling nervous, managing the classroom, holding the learners' attention, and managing time. This situation aligns with the limitations noted by Kpanja (2001) and Odo (2023), who argue that although a structured peer-teaching setting allows for focused practice, it cannot fully capture the unpredictability and complexity of actual classrooms. The results of the present study are also in line with those of Darsih et al. (2024), Mafulah and Febrianti (2025), and Rianti et al. (2025), all of whom noted continuing problems with certain teaching skills and elements of micro-teaching. The fact that both perceived improvement and continued difficulty exist should not be seen as conflicting. On the contrary, it might indicate that the participants are becoming more aware of the demands of teaching while still recognizing areas that need further practice. Since most of the participants had

little or no previous teaching experience, this greater awareness could be of professional importance, even though the present study design does not permit any conclusions about developmental change.

Technology integration shows a similar pattern. Participants saw micro-teaching as helpful for understanding ICT, but they also wanted more technology use and better facilities. This means that even though they viewed current technology-related learning positively, they did not think it was enough for future EFL teaching. These results are consistent with the TPACK framework, which emphasizes combining technological, pedagogical, and content knowledge rather than merely using digital tools (Mishra & Koehler, 2006). These are also in line with findings from Indonesian EFL research, which continues to report challenges in technology integration (Limbong et al., 2024; Mafulah & Febrianti, 2025; Ridha & Fithriani, 2023). In this study, TPACK was not measured on its own. So, the results show that participants feel there should be more purposeful opportunities to use technology for EFL teaching goals, rather than to demonstrate their TPACK skill levels.

Overall, the findings show that participants valued micro-teaching because of several factors working together, not just the teaching practice itself. These included chances to practice teaching, a supportive environment, time to reflect on their performance, and feedback from lecturers. Participants also asked for more practice and personalized feedback, suggesting that these elements should be repeated throughout the course rather than be one-time activities. For the micro-teaching course at UIN Raden Fatah Palembang, shorter, more frequent cycles of practice, feedback, and reteaching could address specific needs identified in the study, such as questioning, classroom management, student engagement, time management, and the use of technology in EFL lessons. Keeping individual feedback records could help highlight each person's strengths, identify one or two main areas for improvement, and set a goal for the next session. Peer feedback could also support what lecturers provide. These changes would directly address what participants said they needed, while keeping the supportive structure of practice, reflection, and feedback that they found valuable.

The study's contribution should therefore be understood as contextual and interpretive rather than causal. It provides evidence that student teachers in an underexamined Islamic higher-education setting in Indonesia perceived micro-teaching as a meaningful professional learning space for connecting pedagogical knowledge with teaching practice, reflection, feedback, technology use, and emerging confidence. The Islamic institution context is important here as the setting in which these experiences were documented, not as an explanatory factor producing findings. At the same time, the study seeks to expose a productive tension between very positive overall perceptions and continuing requests for more practice, more individualized feedback, and stronger technology integration. This tension suggests that satisfaction with a micro-teaching program should not be interpreted as evidence that professional learning needs have been fully met. Future research using observations, teaching-performance measures, interviews, and longitudinal follow-up would be needed to examine whether these perceived contributions are reflected in observable development and transferred to school-based teaching practice.

4. Conclusion

English student teachers at UIN Raden Fatah Palembang perceived the micro-teaching program very positively, particularly its organization, relevance to their future teaching, lecturer guidance, and supportive learning environment. They perceived positive contributions to their pedagogical understanding, lesson planning, teaching skills, classroom communication, use of teaching media, and confidence, while nervousness, classroom management, and time management remained challenges. Participants particularly valued lecturer feedback but also identified teaching practice, more individualized feedback, contextual materials, improved facilities, and greater technology integration as priorities for further program development.

This study provides evidence that student teachers in this underexamined Islamic higher-education setting perceived micro-teaching as a meaningful professional learning space for connecting pedagogical knowledge with teaching practice, reflection, and feedback. Importantly, the

coexistence of very positive evaluations and continuing requests for improvement suggests that satisfaction with micro-teaching should not be interpreted as evidence that student teachers' professional learning needs have been fully met. The contribution of the study is therefore contextual and interpretive rather than causal: it documents how prospective EFL teachers perceive and experience micro-teaching across several dimensions of professional preparation. However, because the findings are based on a single institution and self-reported data, they should not be interpreted as evidence that micro-teaching directly caused improvements in teaching competence or uncritically generalized to other teacher-education contexts.

For the micro-teaching course at UIN Raden Fatah Palembang, more practice could be arranged as short, repeated cycles of practice, feedback, and reteaching that focus on specific needs like asking questions, managing the classroom, managing time, and using technology in EFL teaching. Lecturer feedback could be personalized through short records after teaching that point out each student teacher's strengths, one or two main areas for improvement, and a goal for the next practice session, supported, when needed, by organized peer feedback. Future research should study micro-teaching at several institutions and combine self-reports with classroom observations, teaching performance checks, interviews, and long-term follow-up to find out if what students think they learned translates into real professional growth and is reflected in actual school teaching.

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