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# From simulated classrooms to real readiness: the effect of a microteaching course on the teaching readiness of pre-service Islamic education teachers

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## ABSTRACT

Microteaching is widely recognized as an essential component of teacher education that bridges pedagogical theory and classroom practice. However, empirical evidence regarding its contribution to the teaching readiness of pre-service Islamic Education teachers remains limited. This study examined the effect of microteaching learning on the teaching readiness of sixth-semester pre-service Islamic Education teachers at Universitas Negeri Padang. A quantitative cross-sectional design was employed involving 58 respondents selected through simple random sampling from a population of 139 students. Data were collected using validated Likert-scale questionnaires measuring microteaching learning (14 items; Cronbach's  $\alpha = .929$ ) and teaching readiness (12 items; Cronbach's  $\alpha = .874$ ). Descriptive statistics, Pearson correlation, and simple linear regression were performed using SPSS 26. The results revealed that both microteaching learning and teaching readiness were at a good level. Microteaching learning showed a positive and statistically significant relationship with teaching readiness ( $r = .480, p < .001$ ). Regression analysis indicated that microteaching significantly predicted teaching readiness ( $\beta = .480, t = 4.099, p < .001$ ), explaining 23.1% of the variance ( $R^2 = .231$ ). These findings demonstrate that microteaching contributes meaningfully to teaching readiness but represents only one dimension of a broader readiness framework. The remaining unexplained variance suggests that teaching readiness is influenced by additional factors, including mentoring, professional identity, teaching motivation, and authentic classroom experience. The study provides empirical evidence supporting the integration of microteaching with complementary teacher preparation strategies to strengthen pre-service teacher readiness.



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## Introduction

The performance of an educational system can literally not exist if there are no quality teachers. In fact, even more so, the quality of the teachers can be significantly changed before teachers even step into their own classroom! Internationally, teacher education research has basically agreed that a candidate's perception of his or her preparedness at the time of graduating will be the main predictor of their professional self-esteem and instructional effectiveness (Darling-Hammond et al., 2002; Tschannen-Moran & Woolfolk Hoy, 2001).

Therefore preparing candidate teachers who not only believe, but who are also ready to engage a student in teaching has been a main focus of educational policy globally. This intention is reflected in competency frameworks which define the teaching in terms of pedagogical, professional, personal, and social roles. However, one issue of theoretical and practically-oriented dissonance has kept occurring in teacher training courses: candidates acquire teaching content knowledge but the teaching practice remains a challenge under real classroom environments (Kimaro et al., 2021).

For years, microteaching has been the go-to strategy for dealing with this gap. The idea is straightforward: a scaled-down, performance-based rehearsal where student teachers practice specific instructional skills in front of a small group of peers. They get structured feedback after each try. That setup compresses the messy reality of a classroom into something manageable and low-risk (Padmadewi et al., 2017; Remesh, 2013). A growing pile of international evidence points to its benefits, better lesson planning, smoother classroom management, improved time management, clearer instructional communication, and crucially, stronger self-confidence (Hamidi & Kinay, 2021; Pangaribuan et al., 2023; Zhang et al., 2024). Most often, the mechanism behind it is experiential: candidates go through repeated cycles of preparation, enactment, critique, and reteaching. That repetition turns abstract pedagogical concepts into genuine, embodied teaching routines (Kolb, 1984; Park, 2022).

Indonesia has made this logic official at the national level. Microteaching is a required course in teacher-preparation programs. It's usually taught in the sixth semester, right before the *Praktik Pengalaman Lapangan* (PPL), the supervised teaching practicum that serves as the final field experience in pre-service training. The course aims to equip candidates with the core teaching skills they'll need for the practicum: opening and closing lessons, explaining, questioning, reinforcing, varying stimuli, using media, and managing the class (Nasar et al., 2020; Sihotang & Simorangkir, 2020; Tantu & Christi, 2020). But teacher education in Indonesia still faces systemic challenges. Professional development for teachers is limited, and it's not clear how well the preparatory coursework translates into actual readiness in the field (Revina et al., 2020).

These tensions are especially apparent in Islamic education, or *Pendidikan Agama Islam*. Teachers of Islamic education have a dual role. They need to master religious content and at the same time show the pedagogical skills to develop students morally, spiritually, and cognitively. Indonesian regulation says teacher competence covers four areas: pedagogical, personal, professional, and social (Peraturan Pemerintah No. 19, 2005). So readiness to teach is when these competences become workable in the classroom. Conceptually, teaching readiness brings together cognitive mastery of content, affective disposition and motivation, and the psychomotor ability to plan, deliver, and evaluate instruction (Wahyudi & Dewi, 2023; Wahyuni & Apriana, 2021; Yemmartotillah et al., 2024a). Recent research on Islamic education in Indonesia has emphasised how multidimensional teacher competence is, along with the ongoing effort to boost pedagogical capacity amid curricular reform and digital transformation (Damanik & Widodo, 2024; Nurfuadi et al., 2024; Yemmartotillah et al., 2024b). In this landscape, the microteaching course serves as the key hands-on space where future Islamic education teachers first put together their pedagogical identity, just before the practicum that tests that identity (Naufal et al., 2023; Sinaga et al., 2025).

The context that drives this study sharpens the problem. At the Department of Islamic Studies, Faculty of Social Sciences, Universitas Negeri Padang, we talked to students from the 2022 cohort. Our preliminary observations and interviews revealed something: a meaningful proportion of practicum candidates didn't feel fully prepared to teach. These candidates told us they felt nervous and uncertain in front of real, diverse classes. They struggled to translate lesson-planning theory into practical materials they could actually use. And they believed microteaching practice just didn't allocate enough time to develop the adaptive skills real teaching demands. Their accounts fit a wider pattern researchers have seen. Microteaching, because it's simulated, only partially prepares candidates for the messy nature of actual classrooms (Yundayani & Alghadari, 2024).

Microteaching and teacher preparation have been studied extensively, yet several important gaps persist. The first strand documents what microteaching develops. Reviews and empirical studies consistently identify gains in lesson planning, questioning, reinforcement, stimulus variation, media use, and classroom management, alongside a recurrent affective benefit: increased confidence (Reddy, 2019; Suryani et al., 2020; Tri Endraningsih et al., 2020). Karlström and Hamza (2019) show that the reflective planning embedded in a microteaching unit creates genuine learning opportunities. But Mukuka and Alex (2023) caution, drawing from a review of mathematics teacher education, that such promises often come with unresolved transfer challenges. Within Indonesia, microteaching has been reframed as a digitally mediated learning resource (Astuti et al., 2024; Kanada et al., 2024), and lesson-study variants have been used to strengthen prospective teachers' capacity to design and enact instruction (Lukitasari et al., 2021). The second strand, however, is

dominated by qualitative and perception-based designs. These emphasize candidates' positive experiences but leave microteaching's contribution to readiness under-quantified (Amran et al., 2023; Park, 2022). Where quantitative work does exist, it often centers on self-confidence or self-efficacy rather than on teaching readiness as an integrated construct spanning planning, instructional management, and evaluation (Hafifah et al., 2022; Luo & Li, 2024). Third, the disciplinary contexts most represented (language education, science, and mathematics) rarely include Islamic education, despite its distinctive integrative demands. And much of the Indonesian evidence is dispersed across local outlets, seldom subjected to the assumption-checking and effect-size reporting expected of international readers.

These observations boil down to four specific gaps. The empirical gap is that assumption-tested, regression-based estimates of how strongly microteaching predicts teaching readiness among pre-service Islamic education teachers are virtually absent. The practical gap means departments have no actionable evidence to guide them in calibrating microteaching alongside other readiness determinants when designing the pre-practicum curriculum. The theoretical gap reflects the limited integration of experiential learning theory and social cognitive theory in explaining why microteaching should, and, importantly, only partially does, produce readiness. Finally, the research gap, synthesized in Table 1, is that no prior study has jointly quantified this relationship among Islamic education candidates at Universitas Negeri Padang while also treating the unexplained variance as a substantive finding rather than just a residual.

These gaps demand urgent attention, and that urgency is both scholarly and practical. Teacher-education programmes invest heavily in microteaching, assuming it significantly improves readiness. But if that assumption holds only partially, programmes risk putting too much weight on a single course while overlooking other important factors like mentoring quality, motivation, and authentic practice. Quantifying the effect and, equally, the non-effect gives us a more honest evidentiary basis for curriculum design.

This study makes three novel contributions. It offers one of the few regression-based estimates of the relationship between microteaching and readiness that actually tests its assumptions, focusing on pre-service Islamic education teachers, a group rarely examined in this area. Rather than dismissing the large unexplained variance (76.9%) as mere noise, it reinterprets that figure as theoretically meaningful evidence that readiness is multidimensional. Finally, the findings are viewed through an integrated lens, combining experiential and social cognitive perspectives, which links a locally grounded study to theory that travels internationally.

This study had four main aims. First, it described the level of microteaching learning. Second, it measured the level of teaching readiness. Third, it tested whether these two variables were related. Fourth, it estimated how much microteaching learning affects teaching readiness. The participants were pre-service Islamic education teachers from the 2022 cohort at Universitas Negeri Padang. The research hypothesis ( $H_1$ ) stated that microteaching learning has a positive and significant effect on teaching readiness. The null hypothesis ( $H_0$ ) claimed no such effect existed.

### Research Gap Analysis

To position the present study against prior work, Table 1 synthesises representative studies, their findings and limitations, and the specific contribution this study makes.

**Table 1.** Research Gap Analysis

| Author (Year)         | Research findings                                                                    | Limitations                                                                      | Contribution of this study                                                                  |
|-----------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Hafifah et al. (2022) | Microteaching positively affected PPL students' teaching readiness at FPEB UPI.      | Economics education context; limited assumption testing and effect-size framing. | Extends the readiness outcome to Islamic education and reports full regression diagnostics. |
| Park (2022)           | Microteaching enhanced EFL candidates' reflectivity and skill awareness.             | Qualitative; language-education focus; readiness not quantified.                 | Quantifies the microteaching-readiness effect with a validated scale.                       |
| Kimaro et al. (2021)  | Microteaching improved teaching competences of pre-service teachers.                 | Competence, not integrated readiness; different national system.                 | Targets readiness as a multidimensional construct in an Indonesian faith-based programme.   |
| Luo & Li (2024)       | Preparation and relaxation predicted self-efficacy and performance in microteaching. | Self-efficacy outcome; EFL sample.                                               | Distinguishes readiness from efficacy and models unexplained variance substantively.        |
| Zhang et al. (2024)   | VR-based microteaching raised teacher efficacy vs. traditional training.             | Technology intervention; efficacy sub-dimensions only.                           | Focuses on conventional microteaching as delivered in a typical LPTK setting.               |

Note. Compiled by the authors. Full bibliographic details appear in the reference list (APA 7th edition).

Therefore, this study aims to examine the effect of microteaching learning on the teaching readiness of pre-service Islamic Education teachers at Universitas Negeri Padang using a quantitative regression approach. Unlike previous studies focusing on teacher self-efficacy or general teaching competence, this study specifically investigates teaching readiness among Islamic Education pre-service teachers using regression analysis and interprets the unexplained variance through experiential learning and social cognitive theory.

## Method

### Research Design

A quantitative approach with an associative-causal design was chosen for this study. That kind of design is perfect when you want to see the direction and magnitude of an effect from one independent variable on a single dependent variable. Here, the independent variable was microteaching learning, which we called X, and the dependent variable was teaching readiness, Y. The design was cross-sectional. Data collection happened only once, at a single time point, right before the teaching practicum began. Inferential statistics were then used to analyze the data and test the causal path we had hypothesized.

### Population and Sampling

The target group included all 139 active students from the 2022 cohort in the Department of Islamic Studies, Faculty of Social Sciences, Universitas Negeri Padang. They had all finished the microteaching course and were about to start their PPL. To find the right sample size, we used the Slovin formula with a 10% margin of error. That gave us a calculation:  $n$  equals 139 divided by 1 plus 139 times 0.01, which comes to about 58. We then picked 58 respondents through simple random sampling. This approach gave every person in the population an equal chance of being selected. The final sample represents roughly 41.7 percent of the total population.

### Instrument, Validity, and Reliability

Two Likert-type scales ranging from 1 (strongly disagree) to 5 (strongly agree) were built from the operational definitions. Following Padmadewi et al. (2017), the microteaching scale used five indicators: hands-on practice, performance-based training, training of basic teaching skills, staged and integrated mastery, and a simplified teaching setting. The teaching readiness scale operationalized four indicators: readiness to plan and prepare instruction, manage the teaching and learning process, conduct evaluation, and enact the four pillars of education. Content validity came from expert review. For construct validity, we tested empirically using Pearson item-total correlation against a critical value of  $r = .2586$ . All retained items were valid. For microteaching, that meant 14 items with item-total  $r$  from .552 to .790. For teaching readiness, 12 items had  $r$  from .484 to .734. Internal consistency was checked with Cronbach's alpha. Microteaching got  $\alpha = .929$ , and teaching readiness got  $\alpha = .874$ . Both are well above the .60 threshold, so reliability is strong.

### Data Collection and Ethical Considerations

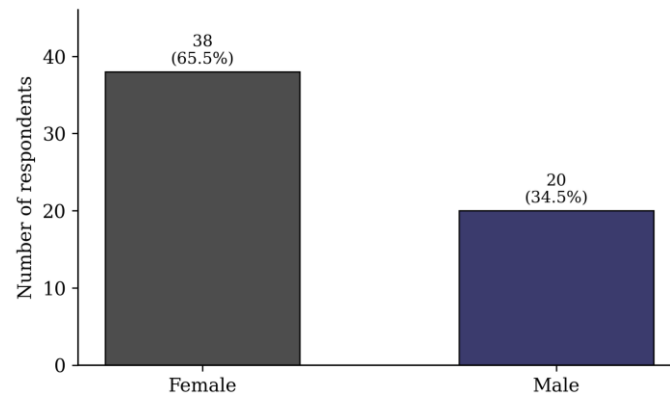
The questionnaire was administered during the pre-practicum period. People volunteered to participate, and we kept everything anonymous. They knew what the study was about and agreed to take part. No identifying details were attached to their answers. Standard ethical rules for educational survey research were followed, including the option to quit and confidential data handling.

### Data Analysis

We analyzed the data in SPSS version 26. Descriptive statistics were first computed to characterise the level of each variable. Then, a one-sample Kolmogorov-Smirnov test checked the normality of residuals. The bivariate relationship's strength and direction were assessed using Pearson product-moment correlation. Simple linear regression ( $Y = \alpha + \beta X$ ) estimated the effect. To quantify the variance explained, we used the coefficient of determination ( $R^2$ ). Finally, a partial t-test tested statistical significance at  $\alpha = .05$ .

## Results and Discussions

In this section, we report the respondent profile, descriptive statistics, instrument diagnostics, and the inferential tests for the hypothesis. All tables follow APA 7th-edition conventions, and the figures are drawn from the data we analysed.



**Figure 1.** Distribution of Respondents by Sex

Note N = 58 sixth-semester Islamic Education pre-service teacher (2022 cohort), Universitas Negeri Padang, Percentages are of the total sample.

**Table 2.** Respondent Characteristics

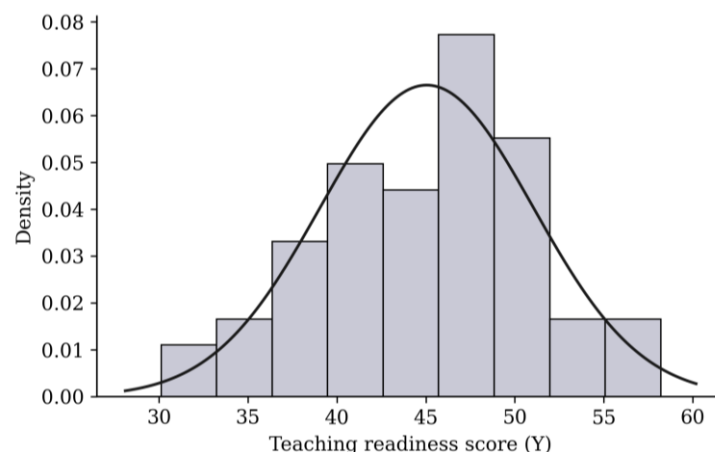
| Characteristic | Category                | N  | %     |
|----------------|-------------------------|----|-------|
| Sex            | Female                  | 38 | 65.5  |
|                | Male                    | 20 | 34.5  |
| Cohort         | 2022                    | 58 | 100.0 |
| Course status  | Completed microteaching | 58 | 100.0 |
| Total          |                         | 58 | 100.0 |

Note N = 58. Sex distribution is illustrative of the cohort profile; all respondents had completed the microteaching course and were entering the PPL.

**Table 3.** Descriptive Statistics for the Study Variables

| Variable                   | N  | Min | Max | M     | SD   |
|----------------------------|----|-----|-----|-------|------|
| Microteaching learning (X) | 58 | 33  | 70  | 57.28 | 8.45 |
| Teaching readiness (Y)     | 58 | 32  | 60  | 45.05 | 6.00 |

Note both variables fall in the 'good' category relative to their theoretical score ranges, indicating generally positive perceptions of microteaching and adequate self-reported readiness.



**Figure 2.** Distribution of Teaching Readiness Scores with Normal Curve

Note Superimposed curve is the theoretical normal distribution ( $M = 45.05$ ,  $SD = 6.00$ ). Kolmogorov-Smirnov  $Z = 0.107$ ,  $p = .094$ , supporting the normality assumption

**Table 4.** Construct Validity (Pearson Item-Total Correlation)

| Variable                   | Valid items | r range   | r-critical | Decision  |
|----------------------------|-------------|-----------|------------|-----------|
| Microteaching learning (X) | 14          | .552–.790 | .2586      | All valid |
| Teaching readiness (Y)     | 12          | .484–.734 | .2586      | All valid |

Note an item was retained when its item-total correlation exceeded the critical value  $r = .2586$  ( $df = 56$ ,  $\alpha = .05$ , two-tailed).

**Table 5.** Internal-Consistency Reliability

| Variable                   | Items | Cronbach's $\alpha$ | Threshold | Decision |
|----------------------------|-------|---------------------|-----------|----------|
| Microteaching learning (X) | 14    | .929                | .60       | Reliable |
| Teaching readiness (Y)     | 12    | .874                | .60       | Reliable |

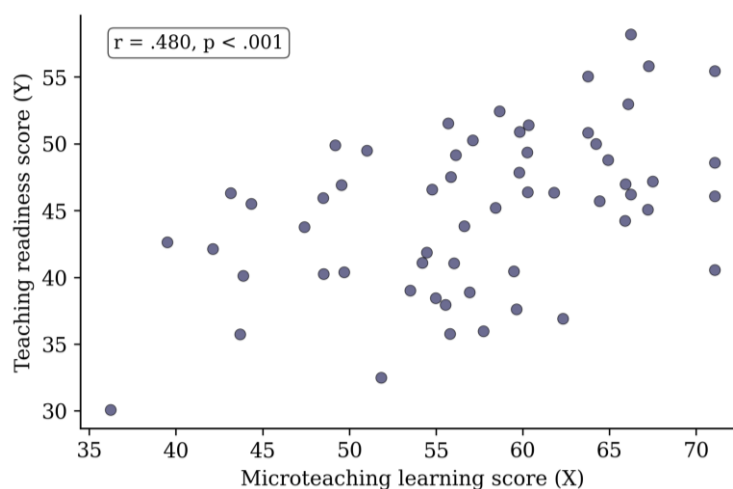
Note both scales exceed the .60 threshold;  $\alpha \geq .80$  indicates very good internal consistency.

The one-sample Kolmogorov, Smirnov test gave a test statistic of 0.107 and an asymptotic significance of .094 ( $p > .05$ ). So the residuals were normally distributed, meaning the parametric assumption was satisfied. Figure 2 visualises this approximate normality for the readiness distribution.

**Table 6.** Pearson Correlation Between Microteaching Learning and Teaching Readiness

| Variable                      | 1. Microteaching (X) | 2. Readiness (Y) |
|-------------------------------|----------------------|------------------|
| 1. Microteaching learning (X) | —                    |                  |
| 2. Teaching readiness (Y)     | .480**               | —                |
| Sig. (2-tailed)               | .000                 |                  |
| N                             | 58                   | 58               |

Note. \*\*Correlation is significant at the .01 level (two-tailed). The coefficient  $r = .480$  denotes a positive association of moderate strength.

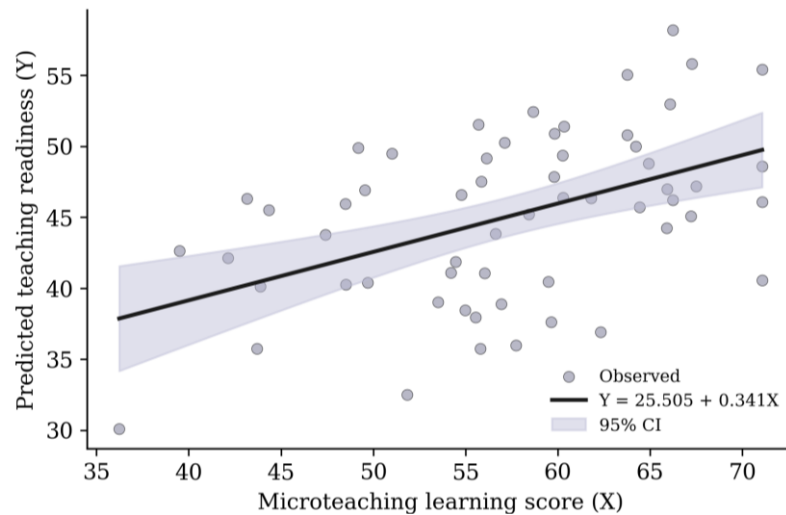
**Figure 3.** Scatter Plot of Microteaching Learning and Teaching Readiness

Note each point represents one respondent (N=58). The positive slope indicates a moderate direct association between the two variables

**Table 7.** Simple Linear Regression and Hypothesis Test

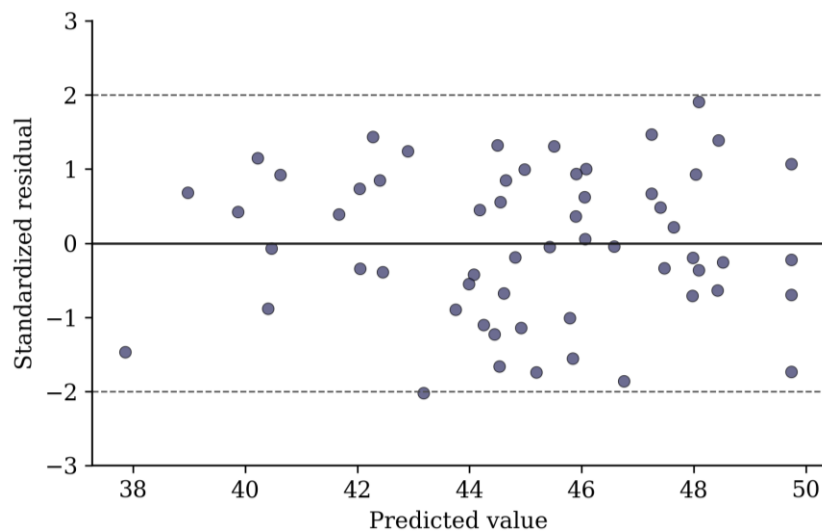
| Predictor                  | B      | SE B  | B    | t     | p      |
|----------------------------|--------|-------|------|-------|--------|
| Constant                   | 25.505 | 4.820 | —    | 5.292 | < .001 |
| Microteaching learning (X) | 0.341  | 0.083 | .480 | 4.099 | < .001 |

Note. Dependent variable: teaching readiness (Y). Model:  $R = .480$ ;  $R^2 = .231$ ; adjusted  $R^2 = .217$ ; SE of the estimate = 5.310;  $F(1, 56) = 16.80$ ,  $p < .001$ . Regression equation:  $Y = 25.505 + 0.341X$ . Because  $p < .05$ ,  $H_1$  is accepted.



**Figure 4.** Simple Linear Regression of Teaching Readiness on Microteaching Learning

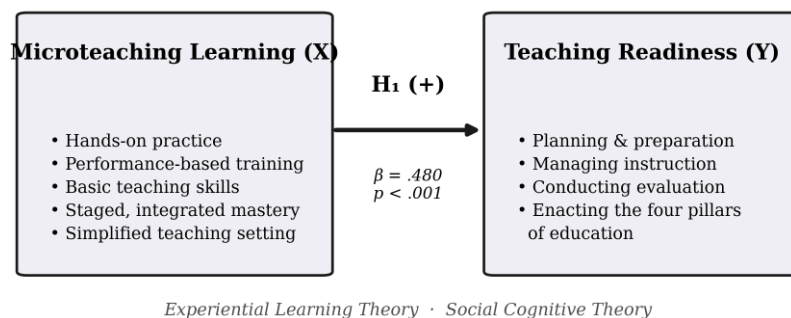
Note  $R^2 = .231$ ; the model explains 23.1% of the variance in teaching readiness. Shaded band is the 95% confidence interval for the regression line.



**Figure 5.** Standardized Residual Against Predicted Values

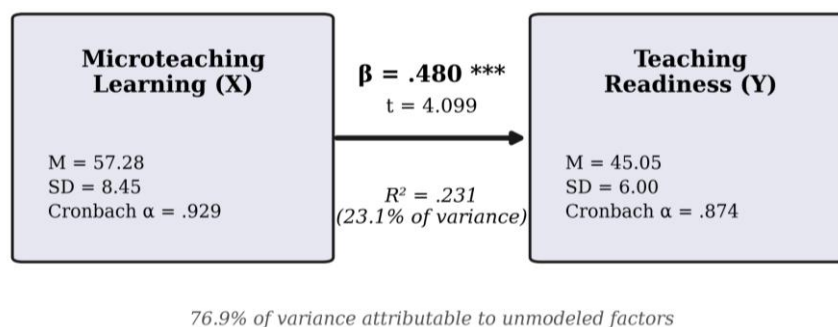
Note Residuals scatter randomly around zero within  $\pm 2$  SD, indicating homoscedasticity and no severe violation of linear-model assumption

The findings from the regression support the predicted path. For every one-point rise in the microteaching-learning score, teaching readiness went up by 0.341 points. The model explained 23.1% of the variance in readiness, with an  $R^2$  of .231. That means 76.9% comes from other factors not in the model. Looking at the standardized residual plot (Figure 5), the residuals fall randomly around zero and stay within  $\pm 2$  standard deviations. This confirms that the assumptions of linearity and homoscedasticity hold. Figures 6 and 7 show the conceptual framework and the summary research model with the empirical estimates.



**Figure 6.** Conceptual Framework of the Study

Note the single-headed arrow denoted the hypothesized causal path from microteaching learning to teaching readiness, framed by experiential learning and social cognitive theory.



**Figure 7.** Summary Research Model with Empirical Estimates

Note \*\*\*  $P < .0001$ . Standardized path coefficient, t statistic, and coefficient of determination are drawn from the simple linear regression analysis ( $n=58$ ).

This study set out to measure how a microteaching course influences teaching readiness among pre-service Islamic education teachers. We also wanted to interpret that effect inside a defensible theoretical framework. The results were clearly demonstrate. Microteaching learning and teaching readiness both came in at a good level. The two showed a positive, moderate correlation ( $r = .480$ ), and that relationship was statistically significant. Microteaching explained about a quarter of the variance in readiness ( $R^2 = .231$ ). Instead of just rehashing those numbers, the discussion focuses on what they actually mean. It looks at why these patterns showed up, how they line up with or differ from earlier findings, and what that implies for theory, practice, and Islamic teacher education. The whole argument is organized around four main interpretive claims.

#### Microteaching functions as a genuine but bounded bridge to readiness

The coefficient is significant and positive ( $\beta = .480$ ,  $t = 4.099$ ,  $p < .001$ ). It backs up a claim that gets made a lot but isn't always backed by solid evidence: microteaching helps prepare candidates to teach. To really understand what this result means, we can turn to experiential learning theory. Kolb's (1984) cycle goes through concrete experience, reflective observation, abstract conceptualisation, and active experimentation. That maps almost perfectly onto the sequence microteaching follows. You start with enactment, then get feedback, move into reconceptualisation, and finally re-teach. So when candidates practice something like opening a lesson, asking a question, or managing a small group, and then receive critique, something deeper is going on. They aren't just collecting information. They are turning experience into knowledge that stays accessible under real performance conditions. That is exactly why microteaching predicts readiness. It draws on the same experiential foundation that readiness relies on.

But the effect has its limits. That regression explains just 23.1% of the variance. So microteaching is valuable, but it's only one piece of the puzzle. This is the most important interpretive point in the study, and it fits with what social cognitive theory would predict. Bandura (1997) said mastery experiences are the strongest source of self-efficacy. But he also placed them next to vicarious experience, social persuasion, and physiological and affective states. Microteaching gives you a compressed, low-stakes version of mastery experience. By design, it can't deliver the full intensity of real classroom mastery, the sustained mentoring you get from a full practicum, or the affective regulation that builds over time. So the bounded effect isn't a flaw in the study. It honestly reflects how readiness actually forms.



Why did the effect show up at moderate strength instead of strong? The preliminary phase gave us some useful qualitative signals. Candidates mentioned that microteaching time was limited. They also pointed out that peer audiences didn't mirror the real diversity of actual pupils. And the lesson-planning routines they drilled on campus didn't transfer cleanly to field conditions. Each of these acts as a boundary condition on transferring experiential learning. And each one depresses the coefficient we observed. In other words, you'd predict a moderate effect when a high-fidelity mechanism like the microteaching cycle operates under low-fidelity conditions, such as simulated audiences and tight time constraints. This interpretation is consistent with Dewey's (1938) insistence that educative experience must be both continuous and interactive with a genuine environment. A simulated classroom does offer interaction, but it's an attenuated kind. And its continuity with authentic teaching is only partial. Schön's (1983) distinction between reflection-in-action and reflection-on-action further clarifies the limit. Microteaching richly supports reflection-on-action through post-hoc critique, but it offers fewer opportunities for the in-the-moment reflective adjustment that authentic, unpredictable classrooms demand.

### **The finding converges with, and refines, international evidence**

Findings from Hafifah et al. (2022) showed a positive effect of microteaching on teaching readiness for practicum students at the Indonesia University of Education. Our results align with that. The difference is we extended it to Islamic education candidates, a distinct population, and we included assumption testing and effect-size reporting for an international audience. That convergence across two different Indonesian institutions and subject areas strengthens confidence that the microteaching, readiness relationship is robust rather than idiosyncratic.

Several studies echo this moderate take. Kimaro et al. (2021), for instance, found that microteaching improved teaching competences among Tanzanian pre-service teachers but didn't fully secure them. Richard (2021) reported similar gains-with-limits among student teachers in South Africa. Park (2022) observed that microteaching deepened reflectivity in EFL candidates, a mechanism that might prepare them for real teaching. Park also warned that being reflective alone isn't enough to guarantee competence in the classroom. Taken together, these studies and the present one point to the same pattern: microteaching reliably moves candidates in the right direction, but its effect is bounded by the fact that it's simulated.

The study also improves the literature in two key ways. For one thing, a lot of past research measures things like self-confidence or self-efficacy (Luo & Li, 2024; Zhang et al., 2024). Those are related but readiness goes further. It combines planning, managing instruction, and evaluation, not just a belief that you can teach. So by measuring readiness directly, this study finds that microteaching goes beyond feelings into actual teaching skills. But again, that effect is only partial. Second, while fancy versions like virtual-reality microteaching show bigger gains (Zhang et al., 2024), this study documents the traditional kind of microteaching delivered in a typical Indonesian teacher training institute. That provides a realistic baseline to judge those innovations against.

Some instructive divergences do appear. A few perception studies, for instance, find near-uniform enthusiasm for microteaching, which seems to point to a large effect (Amran et al., 2023). But the moderate coefficient we got suggests something different. Perceived benefit and the actual measured effect on an integrated readiness construct are not the same quantity. Candidates can genuinely value microteaching, yet they show up for the practicum only moderately ready. That is precisely because readiness depends on determinants the course does not supply.

Convergence also shows up along the affective pathway. Research tracking the sources of pre-service teacher efficacy shows that mastery experiences, even simulated ones, reliably predict positive latent changes in self-efficacy (Helmawati et al., 2026; Pfitzner-Eden, 2016). And self-efficacy, in turn, gets tightly connected to teaching motivation and the quality of relationships candidates build during preparation (König et al., 2016; Li et al., 2023; Pan et al., 2025; Simargolang et al., 2024). Our microteaching course does supply mastery experience, but sustained relational mentoring is minimal. So theory says it should only nudge the affective component of readiness partway. Comparative work on lesson-study and community-of-practice models (these deliberately add vicarious learning and social persuasion to mastery experience) reports stronger efficacy gains than stand-alone microteaching (Sari et al., 2026). That reinforces the idea that our moderate effect comes from missing those complementary sources, not from a problem with microteaching itself.

### **Theoretical implications: readiness as a multidimensional, socially situated construct**

What about that 76.9% unexplained variance? It is the study's most valuable theoretical finding. Don't dismiss it as residual error. Social cognitive theory explains it best. Mastery experience is only one of four efficacy sources. So a course that mainly delivers compressed mastery experience can only account for a small fraction of the variance in a broad outcome like readiness (Bandura, 1977, 1997). The observed  $R^2$  acts like a

quantitative signature of Bandura's multi-source model. The missing variance maps onto vicarious learning from expert models, social persuasion from supervisors and cooperating teachers, and the affective states that come with authentic teaching. Contemporary reappraisals of teacher-efficacy measurement reinforce this. They stress that efficacy is part of Bandura's triadic reciprocal determinism. You cannot reduce it to any single instructional experience (Tschannen-Moran & Woolfolk Hoy, 2001; Woodcock & Tournaki, 2023).

Experiential learning theory offers a different angle. Kolb (1984) argues that learning only finishes when you transform experience through reflection and re-application. Microteaching starts the cycle. But completing it needs real authentic experimentation during the practicum. From that view, the unexplained variance partly captures the part of the experiential cycle that lies downstream of the course. It is the field enactment microteaching sets up but cannot deliver. Readiness, then, is not something a single course gives you. It is an emergent property of a whole experiential trajectory.

A constructivist reading makes the point stronger. If candidates build their pedagogical understanding by fitting new experiences into old schemas, then readiness depends on how rich and varied those experiences are. Peer microteaching gives a pretty homogeneous input. But real classrooms are heterogeneous. You have diverse learners, unpredictable behavior, and authentic assessment stakes. That variety provides the constructive material a simulation cannot offer. So the theory predicts, and the data confirm, that campus microteaching is necessary but not enough for full readiness.

Finally, these findings connect to teacher professional development theory. That theory sees teaching capacity growing continuously and cumulatively, not as a one-time event. Positioning microteaching as one node in a longer developmental pathway, one preceded by foundational coursework and followed by the practicum, induction, and in-service learning, reconciles the significant but partial effect with a coherent developmental logic. It also warns against the common institutional habit of treating a single preparatory course as the decisive determinant of teaching readiness.

#### **Practical and educational implications for Islamic teacher preparation**

These results point to a clear practical takeaway. Boosting the volume of microteaching alone isn't the answer. What really moves the needle is making each cycle more authentic, more high-fidelity. The core problem is a gap between simulated conditions and real classrooms, and that gap weakens the effect size. So the reforms that deliver the biggest returns are the ones that narrow that distance. Things like longer and more frequent practice rounds, working with groups that reflect actual classroom diversity, using video to self-evaluate, and getting feedback tied to clear, criterion-based standards. There's solid international data backing this up. Studies by Alamri and Alfayez (2023) and Zhang and colleagues (2024) show that watching yourself on video and doing immersive practice strengthens how confident candidates feel about their teaching. That gives departments a very concrete roadmap for pushing microteaching further.

The other big implication is that microteaching should be part of a bigger picture, never treated as a standalone fix. Roughly three-quarters of the variation in readiness comes from somewhere else. So programmes need to actively invest in those other drivers. For example, mentoring relationships with supervisors and cooperating teachers, building candidates' motivation and professional identity, and gradually exposing them to real teaching conditions. Research from Dreer (2024) and Korthagen and Evelein (2016) shows that meeting candidates' basic psychological needs and having quality mentors directly shape their practicum self-efficacy. That points to very specific, actionable levers that go well beyond the microteaching studio.

For Islamic education in particular, the findings carry a special weight. Teachers of Islamic education have to blend content mastery with pedagogical skill while also modelling the moral and spiritual dispositions the subject calls for. If microteaching only rehearses generic teaching techniques, candidates may be underprepared for that integrative challenge. Aligning microteaching scenarios with authentic Islamic education content, values-laden lessons, character formation, and putting the four pillars of education into practice, would let candidates practice the exact competences their future classrooms demand. That should plausibly increase how much of the effect actually transfers (Yemmardotillah et al., 2024a).

Stepping back, the whole discussion supports a measured conclusion. Microteaching definitely earns its place in the pre-practicum curriculum. It produces a real, theoretically explainable improvement in readiness. But its effect is limited by design. Relying on it as enough preparation risks leaving candidates only moderately ready for the authentic demands of teaching. The most defensible policy is to strengthen microteaching's fidelity while embedding it inside a richer, socially grounded developmental pathway.

### Contribution of the Study

This study contributes to the literature in three important ways. First, it provides one of the few quantitative estimates of the relationship between microteaching and teaching readiness among pre-service Islamic Education teachers in Indonesia. Second, it extends previous studies by interpreting the observed relationship through experiential learning and social cognitive theories rather than merely reporting statistical significance. Third, the study highlights that teaching readiness is multidimensional, demonstrating that microteaching alone cannot fully explain prospective teachers' readiness for professional practice.

### Practical Implications

The results yield differentiated implications for the principal stakeholders in teacher preparation: 1). For the university. Position microteaching within an integrated, multi-year readiness pathway and invest in facilities—recording equipment, observation rooms, and feedback systems—that raise the fidelity of simulated practice; 2). For the study programme (department). Increase the number and duration of microteaching cycles, diversify simulated audiences, and institute periodic evaluation of the course against readiness outcomes rather than completion alone; 3). For lecturers. Provide structured, criterion-referenced feedback and repeated re-teaching opportunities; incorporate video self-review so candidates can observe and reconceptualise their own practice, and use design-oriented lesson-planning tasks to build creative instructional decision-making (Albay & Eisma, 2024); 4). For students. Treat microteaching as authentic professional rehearsal rather than an assessment hurdle, actively seeking feedback and additional practice to build both skill and self-efficacy; 5). For schools and cooperating teachers. Recognise that incoming candidates are moderately, not fully, ready; provide scaffolded mentoring during the early practicum to complete the experiential learning cycle; 6). For policymakers. Frame microteaching as one component of a continuous professional-development trajectory and resource the complementary determinants—mentoring quality and authentic practice—that account for the majority of readiness variance.

### Limitations

These findings come with a few limitations worth keeping in mind. For starters, the study only looked at one institution and one cohort, so we can't really generalise to other programmes or settings. Then there's the cross-sectional design, which measures readiness at a single point in time rather than tracking how it develops from before a practicum to after. Data came from self-report Likert scales, and those are always open to perceptual bias and social desirability effects. As for the analysis, it used simple linear regression with just one predictor. That means the large chunk of unexplained variance couldn't be pinned on any specific alternative factors. And finally, the sample size of 58, though fine for what was done here, doesn't give enough statistical power for more complex modelling.

### Future Research

Building on these limitations, future studies could: 1). Employ multiple regression or structural equation modelling to identify the determinants underlying the 76.9% of unexplained variance; 2). Adopt longitudinal, pre–post designs that track readiness from before microteaching through the completion of the practicum; 3). Include additional predictors such as teaching motivation, self-efficacy, professional identity, mentoring quality, and prior teaching experience; 4). Expand sampling across multiple institutions, cohorts, and study programmes to strengthen external validity; 5). Triangulate self-report data with classroom observation and supervisor ratings of actual teaching performance; 6). Compare conventional microteaching with technology-enhanced variants such as video-based or virtual-reality rehearsal; 7). Examine discipline-specific effects, contrasting Islamic education with other subject areas; 8). Investigate mediating and moderating mechanisms, for example whether self-efficacy mediates the microteaching–readiness link; 9). Conduct mixed-methods work that pairs quantitative estimates with candidates' accounts of the transfer from simulated to authentic teaching; and 10). Evaluate targeted interventions. Extended practice, authentic audiences, structured feedback that aim to raise the transferable portion of microteaching's effect.

Overall, the findings consistently demonstrate that microteaching plays a significant role in preparing future teachers; however, maximizing teaching readiness requires a comprehensive teacher education system integrating simulation-based learning, authentic practicum experiences, continuous mentoring, and reflective professional development.

### Conclusions

This study wanted to find out if a microteaching course has any effect on the teaching readiness of pre-service Islamic education teachers at Universitas Negeri Padang, and just how strong that effect might be. The results showed that both microteaching learning and teaching readiness were at decent levels. For the main research question and hypothesis, microteaching learning had a positive, statistically significant, and moderate effect on

teaching readiness ( $r = .480$ ;  $\beta = .480$ ;  $t = 4.099$ ,  $p < .001$ ). That means the hypothesis  $H_1$  was accepted. The regression model came out as  $Y = 25.505 + 0.341X$ , and it told us microteaching accounts for 23.1% of the variance in readiness. The other 76.9% comes from factors outside the course. What this study contributes is turning a widely held assumption into an actual tested estimate for a population that hasn't been studied much. It also reframes that big chunk of unexplained variance not as statistical noise but as a meaningful sign that readiness is really multidimensional. The practical takeaway is clearly demonstrate teacher-education programmes should keep and even strengthen microteaching, making it more like real classroom conditions. But they also need to work on the other complementary determinants, like mentoring, motivation, professional identity, and hands-on practice that gets harder over time. Microteaching is definitely a necessary step toward readiness, but the findings warn that it's not enough on its own. The study involved 58 sixth-semester pre-service Islamic Education teachers from Universitas Negeri Padang.

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