

THE ROLE OF MICROTEACHING COURSE IN ENHANCING PRE-SERVICE TEACHERS' SELF-CONFIDENCE DURING THE TEACHING PRACTICE

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Article Info	Abstract
Article History Received: July 2025 Revised: August 2025 Accepted: September 2025 Published: October 2025	<i>Microteaching courses are crucial for equipping pre-service teachers with foundational skills through simulated teaching experiences before they enter actual classrooms. This mixed-methods study investigated how English Language Education Study Program (ELESP) pre-service teachers perceive the influence of microteaching courses on their self-confidence during PLP II teaching practice, and identified contributing factors. The study involved 27 ELESP pre-service teachers (9 male, 18 female) from Universitas Teknologi Yogyakarta, all of whom had completed microteaching courses and PLP II teaching practice. For the qualitative phase, six students were purposively selected for semi-structured interviews based on their high, middle, and low questionnaire scores, ensuring diverse perspectives on self-confidence during PLP II. Quantitative data was collected using a 4-point Likert Scale Scoring Rubric and analyzed, while qualitative interview data was analyzed using the interactive model adapted from Miles & Huberman (1994). Questionnaire results indicated that pre-service teachers' self-confidence related to microteaching courses in PLP II teaching practice was in a "Good" category, with an average score of 78. Interviews revealed that self-concept was the most dominant influencing factor. This was shaped by internal aspects like material preparation and external elements such as peer and mentor-teacher feedback. Additionally, self-esteem was significantly impacted by external factors including student enthusiasm, attention, and mentor appreciation. This study distinguishes itself by focusing specifically on the role of microteaching in fostering pre-service teachers' self-confidence. The implication is study may enhance pre-service teachers' teaching skills and self-cconfidence, and serves as a reflection for the teacher educators to highlight the crucial role of microteaching in preparing pre-service teachers for school-based practice.</i>
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INTRODUCTION

Microteaching serves as a crucial pedagogical tool in teacher education, designed to cultivate pre-service teachers' competencies. It provides a simulated, small-scale learning environment where aspiring educators can practice essential teaching skills (Muluk et al., 2020). Through microteaching, participants gain valuable insights into various aspects of teaching, including effective material delivery, clear instruction giving, proficient question answering, and the structured implementation of lesson stages from opening to core content and closing. Kimaro et al. (2021) affirm that microteaching is an effective strategy for enhancing pre-service teachers' teaching competence.

In teacher education programs, microteaching is an indispensable strategy and mandatory course for pre-service teachers, providing them with essential practical teaching experience

(Sagban et al., 2021). This course offers a realistic preview of classroom instruction, allowing aspiring educators to refine their teaching techniques, receive constructive feedback, and address weaknesses before engaging with larger classes. Mergler & Tangen (2010) describe microteaching as an activity where pre-service teachers apply theory and experience by presenting lessons to their peers—a crucial practice in teacher preparation programs.

To succeed in a microteaching course, pre-service teachers typically present lessons to peers and then engage in oral reflection or critique. Ginting, R. F., & Ramadhani (2024) highlight that microteaching aims to help aspiring educators achieve proficiency by applying teaching methods in simplified, small-scale environments. Microteaching serves as a fundamental course model, designed to help pre-service teachers develop foundational teaching abilities in a controlled, reduced setting. Though a condensed form of traditional instruction, it remains a legitimate teaching method, differing primarily in its simulated environment rather than its core purpose (Sukirman, 2012). During these sessions, instructors usually organize students efficiently and enhance learning resources and tools to optimize the overall experience (Fakhrah & Unaida, 2021).

These practice sessions are typically brief, lasting approximately 15 minutes with around 20 student participants (Saidah & Ngazizah, 2022). A key benefit of microteaching is the immediate feedback pre-service teachers receive from both peers and lecturers, which helps them identify their strengths and weaknesses. Beyond providing a valuable practice ground before entering a real classroom, microteaching also allows teacher educators to assess pre-service teachers' pedagogical content knowledge and pinpoint areas needing improvement (Ünver et al., 2020). Karim (2022) identifies four key characteristics of microteaching: limited class size (typically 5-10 students), restricted teaching time (usually 10-15 minutes), focused material for easier mastery, and concentration on training a limited number of teaching components. This approach allows pre-service teachers to repeatedly and gradually master each fundamental teaching ability.

Pre-service teachers are expected to possess strong teaching skills, yet a primary challenge they face is a lack of real-world practical experience. Internal challenges like classroom management and teacher proficiency often contribute to this difficulty (Pakpahan, 2023). The discrepancy between educational theory and practical classroom application means that not all pre-service teachers can effectively translate their theoretical knowledge into practice. This can lead to a deficit in confidence and an inability to apply appropriate teaching methods. Mastering fundamental teaching skills is essential for pre-service teachers to effectively convey understanding to their students (Ajizah & Febriyanti, 2019).

Self-confidence is paramount for teachers, directly impacting their classroom effectiveness and their ability to navigate challenges. Ghufron & Risnawita (2010) identify several factors influencing self-confidence, including self-concept, self-esteem, experience, and education. Confidence is crucial for individuals facing real-world situations, both socially and professionally, empowering them to take risks, overcome difficulties, and pursue goals relentlessly (Halilsoy, 2024). Moreover, confident teachers are better equipped to manage obstacles in the teaching and learning process, thereby positively influencing their students' academic growth and success (Syafrizal, 2023).

Numerous studies have explored microteaching's impact on pre-service teachers. For instance, Kwangsawad (2022) demonstrated that microteaching positively affected the self-efficacy of pre-service EFL instructors in classroom management, instructional techniques, and student engagement. Park (2022) investigated how 22 Korean pre-service EFL teachers applied and reflected on their teaching performance in microteaching activities, finding various patterns of reflectivity, including describing, informing, adjusting, and reconstructing, indicating significant progress.

Prior research consistently highlights the benefits of microteaching for pre-service teachers. Natasha & Firdaus (2022) found that 69% of 50 pre-service English teachers held very positive perceptions regarding microteaching's benefits for their teaching practice. Similarly, Amran et al. (2023) reported that 77% of English education majors had highly positive perceptions of microteaching courses' impact. Sihite et al. (2023) also observed positive perceptions, noting that microteaching helps students develop lesson plans, instructional strategies, and fundamental English language skills, ultimately impacting their readiness as professional teachers. More recently, Deocampo (2024) explored how reflective microteaching enhanced instructional efficacy for 22 aspiring pre-service English teachers in a Thai MA ELT program. This research highlighted benefits such as improved understanding of feedback, recognition of teaching strengths and weaknesses, enhanced teaching competencies, self-discipline, responsibility, and valuable peer learning experiences.

While previous research has extensively explored the benefits of microteaching on general teaching skills and self-efficacy (Kwangsawad, 2022; Park, 2022), this study distinguishes itself by focusing specifically on the role of microteaching in fostering pre-service teachers' self-confidence. Furthermore, unlike many prior studies that employed exclusively quantitative or qualitative designs, this research utilizes a mixed-methods approach to comprehensively examine the perceptions of English Language Education Study Program (ELESP) pre-service teachers regarding microteaching courses' influence on their self-confidence during teaching practice sessions and to identify the factors that contribute to this confidence.

This study aims to enhance pre-service teachers' teaching skills and self-confidence through microteaching courses, while also addressing common difficulties they face during practical experiences. Furthermore, this research serves as a reflection for the English Language Education Study Program (ELESP) at Universitas Teknologi Yogyakarta, highlighting the crucial role of microteaching in preparing pre-service teachers for school-based practice. Specifically, this study seeks to answer the following research questions:

1. What are pre-service teachers' perceptions of microteaching courses toward their self-confidence in performing teaching practice at PLP II?
2. What factors influence pre-service teachers' self-confidence in performing teaching practice at PLP II?

RESEARCH METHOD

Research Design

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches. The quantitative component utilized questionnaires to collect numerical data on pre-service teachers' perceptions, which were then described. Concurrently, the qualitative component involved semi-structured interviews to explore the factors influencing pre-service teachers' self-confidence during teaching practice sessions. The results of quantitative and qualitative data were finally combined to further confirm and triangulate the pre-service teachers's self confidence, as well as figure out the factors influencing their self-confidence in performing teaching practice.

Research Respondents and Procedures

The respondents for this study were 27 pre-service teachers enrolled in the English Language Education Study Program (ELESP) at Universitas Teknologi Yogyakarta. The criteria of selecting the participants, namely: first, they should have completed their microteaching courses; second they are officially registered in the academic 2024/2025; third, they must pass PLP I; and fourth, they are registered as the participants in the teaching practice in PLP II. The respondents were 7th semester students of the English Language Education Study Program when joined the PLP II, and they were all class of 2021. The group comprised

9 male and 18 female pre-service teachers. For the qualitative phase, six students were selected for interviews using a purposive sampling technique. These individuals were chosen based on their questionnaire scores, representing high, middle, and low performance levels, to provide diverse perspectives on the factors influencing self-confidence during PLP II teaching practice. The questionnaire data was collected using a 4-point Likert Scale Scoring Rubric, which was subsequently analyzed. Semi-structured interview data was analyzed using the interactive model adapted from (Miles & Huberman, 1994b).

Data Collecting Techniques

Data were collected through questionnaires and semi-structured interviews. The questionnaire consisted of 10 statement items designed to ascertain pre-service teachers' perceptions of how microteaching courses influenced their self-confidence during PLP II teaching practice. The semi-structured interviews comprised 8 questions aimed at eliciting information on the factors affecting pre-service teachers' self-confidence during PLP II. Both the questionnaire statements and interview questions were administered to all 27 ELESPP students at Universitas Teknologi Yogyakarta. The questionnaire items with 2 indicators adapted from Hamka (2002) can be seen in Table 1, as follows:

Table 1
The Questionnaire Items

No	Indicators	Statements
1	Absorbing	After attending the microteaching course, I feel that I have gained a lot of relevant practical experience during the PLP II teaching practice sessions.
2	Absorbing	Through teaching simulation exercises in the microteaching course, I have absorbed good classroom management techniques.
3	Absorbing	The microteaching course has provided me with clear guidance on the steps of teaching, which helps boost my confidence during the PLP II teaching practice sessions.
4	Absorbing	Through the microteaching course, I have learned how to interact with students in a more relaxed and confident manner.
5	Absorbing	Discussions and feedback from lecturers and peers in the microteaching course have helped me improve my teaching style, thus increasing my confidence in the PLP II teaching practice sessions.
6	Understanding	By taking the microteaching course, I am able to understand effective teaching strategies that encourage me to be more confident in the PLP II teaching practice.
7	Understanding	After participating in teaching simulations in the microteaching course, I understand and am able to organize learning materials properly.
8	Understanding	After attending the microteaching course, I better understand how to interact confidently with students during the PLP II teaching practice sessions.
9	Understanding	By attending the microteaching course, I understand various teaching techniques and feel capable of applying them in the PLP II teaching practice sessions.
10	Understanding	The microteaching course is an engaging subject that helps enhance self-confidence during the PLP II teaching practice.

The table illustrates students' perceptions of the microteaching course in two key dimensions—absorbing and understanding—which together reflect how the course contributes to their teaching readiness and confidence during PLP II (Teaching Practice II). In the absorbing dimension, students report gaining substantial practical experience, developing effective classroom management techniques, and receiving clear instructional guidance that strengthens their self-confidence. They also highlight the value of interactive learning through discussions and feedback from lecturers and peers, which helps refine their teaching style. Meanwhile, in

the understanding dimension, students express that the course deepens their comprehension of effective teaching strategies, lesson planning, and techniques for confident student interaction. Overall, the findings suggest that the microteaching course plays a pivotal role in bridging theory and practice, fostering both pedagogical understanding and self-assurance essential for successful teaching performance in real classroom settings. Meanwhile, the list of questions for semi-structured interviews with indicators of factors that influence self-confidence adopted from Ghufon & Risnawati (2010), can be seen in Table 2.

Table 2.
The Semi-Structure Interview Items

No	Factors	Questions
1	Self-concept	What factors can influence your self-concept (the way you view yourself) during the teaching practice in PLP II?
2	Self-concept	How do you evaluate yourself as a prospective teacher during the PLP II teaching practice? What makes you feel confident or less confident in your ability as a teacher?
3	Self-esteem	What factors can influence your self-esteem (self-assessment) during the teaching practice in PLP II?
4	Self-esteem	Does your level of self-esteem affect how you deal with challenges or difficult situations during the PLP II teaching practice?
5	Experience	What experiences do you consider most influential in shaping your self-confidence while teaching in PLP II?
6	Experience	Do negative teaching experiences make you feel less confident?
7	Educational	What factors related to your level of education influence your confidence during the PLP II teaching practice?
8	Educational	In your opinion, are there any particular courses or training programs that have significantly helped improve your confidence in teaching?

Table 2 presents a set of reflective questions designed to explore the various factors influencing student teachers' self-confidence during the PLP II teaching practicum. These factors are categorized into four key dimensions: self-concept, self-esteem, experience, and educational background. The questions related to self-concept aim to understand how prospective teachers perceive themselves and what shapes their self-image while teaching. The self-esteem dimension focuses on how self-evaluation and personal value affect their ability to face teaching challenges. The experience dimension highlights the role of both positive and negative teaching experiences in building or diminishing confidence. Lastly, the educational dimension examines how prior education, including coursework and professional training, contributes to enhancing teaching confidence. Collectively, these questions provide a comprehensive framework for assessing the psychological and experiential aspects that shape teacher self-confidence during teaching practice.

Data Analysis

Quantitative data collected via the questionnaires were analyzed using a 4-point Likert scale, with response options: "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), and "Strongly Disagree" (SD). The scoring rubric for the Likert scale is presented in Table 3.

Table 3
Likert Score Scale Rubric

Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

After assigning scores, all 27 responses were grouped by each of the 10 questionnaire statement items. The analysis involved a descriptive presentation of each item. The percentage of agreement for each item was calculated using the percentage formula.

The qualitative data from the semi-structured interviews, conducted with the six selected students, aimed to identify factors influencing pre-service teachers' self-confidence during PLP II. The interview responses were analyzed using a qualitative data analysis approach, specifically the interactive model adapted from Miles and Huberman (1994). This model involved data reduction, data display, and drawing conclusions. Upon completion of all data analysis and score calculations, the scores were categorized based on the classification score proposed by (Arikunto, 2005). The scoring classification is detailed in Table 4.

Table 4
The Scoring Classification

Score Range	Classification
90-100	Excellent
75-89	Good
60-74	Fair
50-59	Less
0-49	Poor

FINDINGS AND DISCUSSION

Findings

Pre-Service Teachers' Perceptions of Microteaching Courses Towards Their Self-Confidence in Performing the Teaching Practice at PLP II

This study aimed to explore pre-service teachers' perceptions of how microteaching courses influence their self-confidence during PLP II teaching practice and to identify factors affecting this confidence. To assess perceptions regarding microteaching courses and self-confidence in PLP II teaching practice, questionnaires were administered to the respondents. To ascertain pre-service teachers' perceptions of microteaching courses' impact on their self-confidence in PLP II teaching practice, questionnaires were administered. Table 3 presents the individual respondent scores, which were then totaled and sorted from highest to lowest. As shown in Table 3, the highest respondent score was 97.5, the median score was 75, and the lowest score was 62.5. The average respondent score was 78.

The 10 statements in the questionnaire are then arranged. Each statement has different answer results because of the different perceptions of each respondent, according to what they feel. These research findings indicate a strong positive perception among pre-service teachers regarding the effectiveness of microteaching courses in preparing them for teaching practice (PLP II). The responses consistently show that a significant majority of pre-service teachers agree or strongly agree with the beneficial impact of microteaching across various aspects of teaching. The following are the key findings of the present study:

Practical Experience and Confidence: A vast majority of pre-service teachers (92.6% - Statement 1) found that microteaching provided them with relevant practical experience for PLP II. Similarly, microteaching significantly boosted their confidence in teaching, with 92.6% (Statement 3) agreeing it offered clear teaching guidance and 96.3% (Statement 4) feeling more relaxed and confident interacting with students. **Classroom Management and Teaching Style:** Microteaching was highly effective in helping pre-service teachers absorb good classroom management techniques (85.2% - Statement 2) and improve their teaching style (96.3% - Statement 5). This improvement was notably supported by discussions and feedback from lecturers and peers.

Effective Strategies and Material Preparation: The course enabled pre-service teachers to understand effective teaching strategies (92.6% - Statement 6) and encouraged their confidence in applying them. Furthermore, 88.9% (Statement 7) reported that microteaching helped them understand and organize learning materials effectively, and 96.3% (Statement 8) felt capable of using learning media well. Application of Teaching Techniques: A high percentage (88.9% - Statement 9) of pre-service teachers affirmed that microteaching helped them understand and apply various teaching techniques in PLP II. Overall Course Perception: Overwhelmingly, pre-service teachers (96.3% - Statement 10) perceived microteaching as an engaging and valuable course for increasing their confidence in teaching practice.

Factors Influence the Pre-Service Teachers' Self-Confidence in Performing the Teaching Practice at PLP II

Based on the questionnaire results regarding pre-service teachers' perceptions of microteaching courses toward their self-confidence in PLP II teaching practice, six pre-service teachers were selected for semi-structured interviews. To ensure a comprehensive understanding, the researcher chose two respondents from each of the highest, middle, and lowest score criteria on the questionnaire. These interviews aimed to explore the factors influencing their self-confidence during PLP II teaching practice.

The researchers audio-recorded and then transcribed the responses of the six interviewees. The semi-structured interviews utilized eight questions designed to uncover factors influencing pre-service teachers' self-confidence in PLP II, aligning with the framework proposed by Ghufroon & Risnawita (2010), which identifies Self-Concept, Self-Esteem, Experience, and Education as key influencing factors.

Self-Concept in Teaching Practice

The researchers identified several factors influencing the self-concept of respondents "AAA," "MJJ," "SHA," "APP," "RNH," and "ASH" during their PLP II teaching practice. For instance, respondent AAA highlighted various factors that shaped his self-concept, as illustrated in excerpt 1.

"I feel confident in my teaching ability when I've prepared the material well, ensuring students easily understand it, and when I receive good interaction from students and support from friends." (AAA)

AAA identified material preparation and support from fellow PLP II teachers as key factors influencing his self-concept in teaching. Similarly, MJJ highlighted the importance of peer feedback as an incentive for improvement. MJJ further added that student comprehension and mentor-teacher evaluations also played a significant role in shaping his self-concept. These insights are further detailed in excerpt 2.

"I feel confident in my teaching ability when students understand the material well. Weekly evaluations from my mentor teacher, highlighting both strengths and weaknesses, and input from peers provide valuable insights for improving my teaching. These factors significantly enhance my self-concept." (MJJ)

Echoing AAA and MJJ, SHA also identified material preparation, mentor teachers, and support from fellow PLP II teachers as key influences on her self-concept during teaching practice. SHA's response is detailed in excerpt 3.

"I always feel confident in my teaching performance because I thoroughly review the material and prepare learning modules and media. My confidence also stems from the incredible support of my mentor teacher, who was very kind and guided us in all aspects of PLP II. Additionally, my mentor lecturer was excellent and nurturing, and my PLP friends provided immense mutual support, encouragement, and motivation." (SHA).

APP's response aligns with SHA's, emphasizing the significant impact of the PLP II environment, including peers and mentor teachers, on self-concept during teaching practice. APP further identified student responses and material mastery as additional influential factors. APP's insights are detailed in excerpt 4.

"I feel less confident when students are unenthusiastic or ignore the material. Conversely, mastering the material and a supportive environment—including PLP friends, students, and mentor teachers—significantly boost my confidence in PLP II teaching." (APP)

Consistent with AAA, MJJ, and SHA, the fourth respondent, RNH, identified understanding students, mentor teachers, and material preparation as influences on her self-concept during PLP II teaching practice. RNH also noted that classroom management played a significant role. RNH's full response appears in excerpt 5.

"I feel confident when classroom management is good, students are easily managed, and the class runs smoothly with students grasping concepts without repetition. Input from the supervising teacher and student engagement during class also boosted my confidence. Pre-teaching preparations, such as creating modules and lesson plans (RPP) and anticipating potential obstacles, help me avoid surprises and feel more prepared." (RNH)

Finally, ASH, the last respondent, indicated that knowledge and time management significantly influenced his self-concept while teaching. His perspective is presented in excerpt 6.

"For me, knowledge is the primary factor influencing self-concept, specifically mastery of the material and understanding of students' cognitive development (e.g., knowing what 'this' class's students are like). My confidence in teaching is negatively affected when my lesson duration is too fast, sometimes finishing 30 minutes before the bell." (ASH)

Self-Esteem in Teaching Practice

The respondents—AAA, MJJ, SHA, APP, RNH, and ASH—identified various factors impacting their self-esteem during teaching. For instance, SHA specifically noted that student enthusiasm influenced her self-esteem, as detailed in excerpt 7.

"My self-esteem increases when students are excited and engaged with the material. Conversely, if they're not, it decreases. However, my self-esteem level doesn't affect my teaching performance because I believe personal feelings shouldn't influence my professional conduct in the classroom." (SHA)

Similar to SHA, ASH also found student enthusiasm to be a key factor affecting his self-esteem while teaching. Additionally, ASH noted that feedback from his mentor teacher, whether in the form of reprimands or guidance, also impacted his self-esteem. This is elaborated in excerpt 8

"My self-esteem is affected by student enthusiasm; if they're engaged, I feel successful, but if they're lethargic, I feel I'm lacking. Feedback from the supervising teacher is also crucial, as they observe things I might miss, providing insights for improvement." (ASH)

RNH indicated that student understanding and appreciation from her mentor teacher were factors affecting her self-esteem while teaching. This is demonstrated in excerpt 9.

"My self-esteem increases when I successfully teach students, they understand the material, and achieve good test scores. Additionally, appreciation from my supervisor, particularly when there's nothing to criticize and everything runs smoothly, boosts my self-esteem." (RNH)

AAA, the fourth respondent, stated that student attention directly influenced his self-esteem, causing it to fluctuate during his PLP II classroom teaching practice. His explanation is provided in excerpt 10.

"My self-esteem directly impacts my teaching performance. It increases when students pay attention and decreases when they don't. When I feel appreciated, I enjoy teaching more." (AAA)

MJJ stated that effective classroom management influenced his self-esteem while teaching. He added that self-esteem empowers teachers, fostering greater confidence and freedom to express themselves, for instance, in determining learning methods. This is further elaborated in excerpt 11.

"My self-esteem increases when I can effectively manage the class, create a conducive atmosphere, and keep students focused on learning without distractions. Self-esteem empowers teachers to be more confident and express themselves freely, for instance, in choosing teaching methods." (MJJ)

APP also highlighted a distinct factor: material delivery. He stated that his higher educational background compared to his students meant he needed to be proficient in presenting material, and this proficiency directly impacted his self-esteem while teaching. His perspective is detailed in excerpt 12.

"Material delivery impacts self-esteem. If we deliver material poorly and students don't understand it, it affects our self-esteem, especially since we're supposed to be more knowledgeable than them." (APP)

Experience in Teaching Practice

Beyond self-concept and self-esteem, experience is another significant factor influencing pre-service teachers' self-confidence during PLP II teaching practice. For example, AAA shared that his microteaching class experience provided valuable practical knowledge directly applicable to his PLP II teaching, as detailed in excerpt 13.

"After taking the microteaching course, I feel I've gained a lot of practical experience directly relevant to PLP II teaching practice." (AAA)

MJJ echoed AAA's sentiment, stating that the microteaching experience significantly boosted his confidence by providing clear guidance on teaching methodologies. His full statement appears in excerpt 14.

"The microteaching course provided clear guidance on teaching steps, which significantly boosted my confidence for the PLP II teaching practice sessions." (MJJ)

Like AAA and MJJ, RNH also affirmed that her microteaching simulations provided valuable experience in effective classroom management techniques. This directly boosted her confidence during her PLP II teaching practice, as detailed in excerpt 15.

"Through simulated teaching exercises in microteaching courses, I learned effective classroom management techniques." (RNH)

Aligning with AAA, MJJ, and RNH, APP also affirmed that his microteaching practice sessions boosted his confidence for PLP II. Additionally, APP mentioned that other courses further contributed to his teaching confidence. This is further elaborated in excerpt 16.

"My confidence comes from microteaching courses, where we practice teaching peers as if they were students. Also, most college courses, like syllabus compilation, classroom management, and choosing TEFL learning methods, provide valuable experience." (APP)

Consistent with AAA, MJJ, RNH, and APP, SHA also found that her microteaching experience boosted her confidence for PLP II. Additionally, SHA noted that her prior experience as an English tutor since her fifth semester further contributed to her teaching confidence. SHA's full statement is in excerpt 17.

"My self-confidence is boosted by two main experiences: first, being recorded by my microteaching lecturer during practice, and second, my experience as an English tutor since my fifth semester." (SHA)

While AAA, MJJ, RNH, APP, and SHA all highlighted microteaching experience as a key factor in their confidence during PLP II, ASH offered a different perspective. ASH stated

that his experience teaching juniors at his cottage, which accustomed him to instructing, was what truly influenced his teaching confidence. ASH's full statement appears in excerpt 18.

"My teaching experience began in boarding school, where seniors were required to teach juniors. This long-standing experience accustomed me to teaching." (ASH)

Educational in Teaching Practice

Education significantly impacts self-confidence, particularly microteaching courses in the context of PLP II teaching practice. These courses, taken at the university level, not only boost teaching confidence but also enhance public speaking skills. AAA elaborated on this in excerpt 19.

"My microteaching course was a strong asset before I started teaching. It helped me develop public speaking skills, which made teaching easier. Thus, microteaching indirectly prepared me for real teaching." (AAA)

Echoing AAA, RNH also highlighted the significant role of microteaching courses in preparing her for PLP II teaching practice. She further affirmed that these courses enhanced her public speaking skills, ultimately boosting her confidence in teaching. RNH's statement is detailed in excerpt 20.

"College courses, particularly class management and microteaching, prepared me for direct teaching. They provided a foundation, helping me improve public speaking and manage classes effectively, so I wasn't surprised by student dynamics." (RNH)

Aligning with AAA and RNH, APP also affirmed that microteaching courses significantly influenced his confidence during PLP II teaching practice. He added that other relevant courses, such as English Curriculum Syllabus Design, Classroom Management, and TEFL, also contributed to his teaching confidence due to their direct applicability. APP's full statement is detailed in excerpt 21.

"Microteaching, English curriculum syllabus design, classroom management, and TEFL are all crucial courses related to teaching. Learning methods material is particularly vital." (APP)

Similar to APP, SHA also noted that several university-level courses bolstered her confidence in PLP II teaching practice. These included classroom management, curriculum and syllabus design, material development, and microteaching. Her statement is presented in excerpt 22.

"Past courses like classroom management, curriculum and syllabus design, material development, and microteaching have been very influential. These courses and training sessions, especially those requiring practice in front of others like microteaching, are particularly helpful for boosting confidence." (SHA)

Consistent with AAA, RNH, APP, and SHA, MJJ also identified specific courses that boosted his confidence in PLP II teaching. Unlike the others, MJJ highlighted the English Syllabus and Course Design course, crediting it with providing valuable knowledge for designing lesson plans, selecting materials, and choosing media. This, in turn, positively impacted his teaching confidence. MJJ's full statement is in excerpt 23.

"My confidence stems from my education, particularly the English Syllabus and Course Design course from the fourth semester. This course provided valuable insights on designing effective lesson plans, including material compilation, media selection, and creating pre- and post-lesson questions." (MJJ)

In contrast to the other respondents, ASH didn't find that specific courses significantly influenced his confidence during PLP II teaching practice. He instead attributed any academic influence to presentation assignments. ASH highlighted that external training was a more impactful factor in building his teaching confidence. His full statement is in excerpt 24.

"While PBI presentations contribute, I find that academic courses offer little to my teaching directly. I believe external training and networking outside campus are far more beneficial." (ASH)

Discussion

All respondents in this study identified factors influencing their self-confidence during PLP II teaching practice. Regarding "Self-Concept," these factors included internal elements such as support from fellow PLP teachers, mentor teacher feedback, student understanding, and student responses. External factors comprised material preparation, mastery of materials, classroom management, general knowledge, and time management. Pre-service teachers consistently reported that their environment significantly influenced their self-concept during this practice. Hafifah et al. (2022), confirm that microteaching helps them develop both conceptual and practical teaching abilities by simulating real classroom scenarios where they apply theoretical knowledge. Meanwhile, Adriyati (2023), state that microteaching is an essential part of an aspiring teacher's training.

Notably, material preparation (an internal factor) support from fellow PLP teachers, and mentor teacher feedback (external factors) were the most frequently cited influences by the majority of pre-service teachers. The study of Nurzannah, (2022) supports the present findings that teachers are crucial to education, as they instruct, guide, motivate, and help students achieve learning objectives. This demanding role requires thorough theoretical and practical preparation. The factors influencing pre-service teachers' self-confidence during PLP II teaching practice, specifically concerning "Self-Esteem," largely stem from their interactions with the teaching environment. Internal factors identified include student enthusiasm, mentor-teacher feedback, mentor-teacher appreciation, student understanding, student attention, and classroom management. Additionally, material delivery emerged as another internal factor impacting self-esteem.

Pre-service teachers' self-esteem is significantly shaped by the responses and recognition they receive from their surroundings while teaching. Positive external elements such as student enthusiasm, mentor-teacher appreciation, and student attention can boost pre-service teachers' self-esteem, making them feel valued, which positively impacts their teaching performance. A teacher's self-confidence is vital for success; however, pre-service teachers often lack this due to limited practical experience, especially when starting (Nofrin, 2025). Other crucial aspects of PLP II teaching practice, like mentor-teacher feedback, student understanding, classroom management, and effective material delivery, also play vital roles in shaping their self-esteem.

The "Experience" factor significantly impacts pre-service teachers' confidence during PLP II teaching practice, encompassing experiences from microteaching course sessions, tutoring, and teaching juniors in a boarding setting. Most respondents reported that their microteaching experiences provided highly relevant practical knowledge, directly boosting their confidence for PLP II. This finding is line with Dana et al. (2022), who state that pre-service teachers can develop and leverage their potential when they achieve self-acceptance and inner peace, which motivates them to engage in constructive activities. Additionally, other experiences, such as tutoring and teaching juniors, were also deemed crucial for enhancing pre-service teachers' confidence in their teaching abilities.

Regarding "Education," several courses significantly influenced pre-service teachers' confidence during PLP II teaching practice, including microteaching, English curriculum syllabus design, classroom management, TEFL, material development, and English course design. The majority of respondents attributed their confidence to these courses from their academic background. Microteaching courses were most frequently cited, as pre-service teachers felt they provided ample theoretical and practical knowledge, easing their transition into PLP II and boosting their confidence. Other courses, such as English curriculum syllabus design, classroom management, TEFL, material development, and English course design, also played a crucial role by equipping them with essential teaching-related content and learning.

Interview results indicate that "Self-Concept" is the most dominant factor influencing pre-service teachers' confidence during PLP II. Specifically, material preparation (an internal factor) support from fellow PLP teachers, and mentor teacher feedback (external factors) were most frequently cited by pre-service teachers. "Self-esteem" also significantly impacts confidence; external factors like student enthusiasm, mentor-teacher appreciation, and student attention can boost pre-service teachers' self-esteem, making them feel valued and positively affecting their teaching performance.

Microteaching course experience significantly impacts pre-service teachers' confidence during PLP II, complemented by other supportive experiences like tutoring. The study of Nofrin (2025), support the current finding that teacher's self-confidence is vital for success. However, pre-service teachers often lack this due to limited practical experience. To address this, pre-service teachers gain pedagogical knowledge through microteaching courses before their actual teaching practice. In terms of education, several courses influence confidence; microteaching is the most prominent, followed by courses such as English curriculum syllabus design, classroom management, TEFL, material development, and English course design.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study reveals that pre-service teachers' confidence in PLP II teaching practice, particularly regarding microteaching courses, is generally good, with an average score of 78. Microteaching courses demonstrably boost the confidence of most pre-service teachers. Specifically, questionnaire data shows that 85.2% (23 out of 27) agree that microteaching helps them interact with students more confidently, and 77.8% (21 out of 27) agree that discussions and feedback in microteaching improved their teaching style and confidence. Therefore, microteaching courses positively influence pre-service teachers' confidence in PLP II.

Furthermore, interviews with six pre-service teachers highlighted several influential factors. "Self-Concept" emerged as the most dominant, with four out of six teachers citing material preparation (internal), and support from peers and mentor teacher feedback (external) as key influences. For "Self-Esteem," external factors like student enthusiasm, mentor-teacher appreciation, and student attention were identified as impactful. In terms of "Experience," five out of six teachers emphasized the importance of microteaching course sessions. Lastly, under "Education," five out of six teachers cited courses from their academic background, with microteaching courses predominating as the primary educational factor influencing their confidence.

Recommendation

Based on this study's conclusions, several recommendations are offered for pre-service teachers, microteaching courses, and future researchers. For pre-service teachers, it's recommended that they continue to deeply engage with their educational field, particularly in teaching, and thoroughly prepare for future teaching practices. Regarding microteaching courses, it's hoped that these courses will continue to evolve effectively to better equip prospective teachers for actual teaching scenarios. Finally, for future researchers, it's recommended that they delve deeper into this topic, specifically investigating the role of microteaching courses. Further research could explore the advantages and disadvantages of microteaching courses about the teaching readiness of prospective teachers.

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