

Arabic Microteaching Training to Improve the Teaching Competence of TPQ Teachers

Biqi Asshafah Zain¹, Maulana Purwa Rimba², Abdulloh Aziz Assa'diy³

¹²³*Institut Studi Islam Muhammadiyah Pacitan, Pacitan, Indonesia*

e-mail: rimba@isimupacitan.ac.id¹, biqizain@isimupacitan.ac.id²,

aziz@isimupacitan.ac.id³

Submitted: 08-01-2025 Revised : 22-02-2025 Accepted: 27-04-2025

ABSTRACT. Microteaching training was conducted at the Al Muttaqin Islamic Boarding School (TPQ) in Pacitan to improve the Arabic language teaching competencies of Islamic teachers (ustaz/ustazah), which have been diverse and unstructured. This activity aimed to strengthen pedagogical skills, the use of interactive methods, and communication and classroom management skills in Arabic language learning. The training included workshops, microteaching practices, direct feedback, and structured reflection. Results showed significant improvements in lesson planning, the variety of methods such as games, flashcards, and role-playing, and the ability to deliver clear, developmentally appropriate instructions. Participants responded positively, demonstrated by enthusiasm in discussions and practice. Furthermore, there were initial indications that students' learning became more active and enjoyable. Thus, microteaching has proven effective as a strategy to improve the quality of Arabic language learning at the TPQ.

Keywords: *Microteaching, Arabic, Teaching Competence, TPQ Teachers, Quranic Education.*

 <https://doi.org/10.3390/rel14010129>

How to Cite Zain, B., Rimba, M., & Assa'diy, A. (2025) Arabic Microteaching Training to Improve the Teaching Competence of TPQ Teachers. *IMPACT: Journal of Innovation Mission and Community Service*, Volume 1(1), 32-39.

INTRODUCTION

Arabic language education in non-formal institutions, particularly the Al-Qur'an Education Centers (TPQ), plays a strategic role in developing students' religious literacy skills. Arabic is not merely a means of communication, but also a key instrument in understanding Islamic teachings, from reading the Quran and memorizing daily prayers to comprehending basic religious texts (Ardianysah dkk., 2024). In Indonesia, TPQs have become a crucial part of the public education system, primarily due to their focus not only on Quranic learning but also on character development, morals, and basic Arabic language education for children and adolescents (Santoso dkk., 2024). However, the reality on the ground shows that the pedagogical competence of TPQ teachers in teaching Arabic remains quite diverse and often does not meet the professional standards of teachers in formal institutions.

This situation is influenced by various factors, ranging from the educational background of the teachers, the availability of ongoing training, to the lack of a standard curriculum to serve as a learning guide (Badugela, 2012). Most TPQ teachers come from Islamic boarding schools (pesantren) or the surrounding community. They possess religious backgrounds, but they do not necessarily possess sufficient pedagogical skills to effectively teach Arabic to children. This results in monotonous learning methods, a predominance of lectures, a lack of varied teaching media,

and limited strategies that accommodate children's learning styles. In the context of Arabic language education, unstructured teaching can lower students' motivation to learn, reduce active participation, and prevent the learning process from achieving the expected core competency targets.

One approach considered effective for improving teaching competency is microteaching training (Popat, 2020a). Microteaching is a small-scale teaching skills training technique in which teachers practice delivering a specific topic or competency in a short period of time, using specific methods, and receive direct feedback from both the trainer and participants. This technique is widely recognized in teacher education because it allows trainees to develop pedagogical skills in a practical, systematic, and iterative manner. Microteaching not only helps improve classroom management skills, select learning methods, and use teaching media, but also teaches teachers to self-reflect on the strengths and weaknesses of their teaching. In the context of Arabic language learning at TPQ (Islamic Religious Education Institution), microteaching is highly relevant because it facilitates training in teaching methods tailored to the characteristics of the young learners. Through microteaching, ustaz/ustazah can practice teaching vocabulary, simple conversation, Arabic letter recognition, or basic sentence structure using a more interactive approach. Furthermore, microteaching can also help develop skills in using creative learning media, such as letter cards, pictures, language games, and simple educational technology. Microteaching activities provide participants with the opportunity to try out various learning techniques and receive direct evaluation, allowing for targeted improvements to the subsequent learning process.

TPQ Al Muttaqin Pacitan, as a non-formal religious educational institution, faces the same challenges as many other TPQs. Based on initial observations, Arabic language teaching is still conducted traditionally, with verbal delivery of material without the support of modern learning methods. Some ustaz/ustazah have a good grasp of Arabic, but have not yet mastered how to present material in an engaging and accessible approach for children. Furthermore, the heterogeneity in ustaz/ustazah's teaching abilities contributes to uneven learning quality. Some teachers even said that they had never received special training in teaching Arabic, let alone training that focused on practical pedagogical aspects.

This situation has resulted in less than optimal achievement of learning objectives. Students at the Al Muttaqin Pacitan Islamic Boarding School (TPQ) still experience difficulties memorizing vocabulary, understanding the meaning of basic words, and applying Arabic in simple conversations. Students' learning interest also tends to fluctuate, especially when the teaching material is delivered using less engaging methods. In this situation, providing microteaching training to ustaz/ustazah (Islamic teachers) is a strategic step to improve the quality of Arabic teaching at the TPQ. This training is expected to strengthen pedagogical understanding, enhance teaching skills, and provide a realistic, hands-on practice space for teachers.

Microteaching training not only provides practical teaching experience but also strengthens various important aspects of pedagogical competence (Iliasova dkk., 2025). First, the aspect of lesson planning, which includes formulating objectives, selecting methods, developing learning steps, and using media. Second, the aspect of learning implementation (teaching performance), namely the ability to communicate, provide instructions, motivate students, manage the classroom, and deliver material clearly and systematically. Third, the learning evaluation (assessment) aspect encompasses the ability to provide feedback, conduct formative assessments, and reflect on the learning process for future improvement. These three aspects are essential foundations for creating effective and enjoyable Arabic language learning for students (Popat, 2020b).

In microteaching training, Islamic teachers (ustaz/ustazah) will have the opportunity to observe, practice, and revise their teaching techniques. The learning process takes place in a collaborative atmosphere, where participants provide feedback and engage in constructive discussions. This approach is highly suitable for fostering a culture of continuous learning among TPQ teachers. Through micropractice, Islamic teachers (ustaz/ustazah) can identify minor errors such as a lack of instructional variety, a pace that is too fast or too slow, ineffective use of teaching media, or limited interaction with students. Awareness of these shortcomings will help them correct them in real-life classroom learning.

TPQ Al Muttaqin Pacitan has significant potential to improve the quality of Arabic language learning through microteaching training. In addition to having a sufficient number of teachers, the institution's commitment to improving the quality of learning is a crucial asset for implementing the training program. The religious teachers (ustaz/ustazah) demonstrated strong enthusiasm for improving their competencies, particularly as they recognized the importance of mastering learning methods that are relevant to current developments. Through microteaching training, teachers will have the opportunity to self-evaluate, enhance their pedagogical skills, and strengthen their professional responsibility in providing quality Arabic language education.

Improving Arabic language teaching competency through microteaching also aligns with efforts to improve the quality of non-formal education in Indonesia (Almelhes, 2024). The government, through various policies, encourages community educational institutions, including TPQ (Islamic Religious Education Institutions), to develop learning standards that support child development and community needs. Community service activities focused on empowering ustaz/ustazah are an important part of strengthening the capacity of local educational institutions. Thus, microteaching training not only provides direct benefits for ustaz/ustazah but also impacts the quality of student learning and strengthens the role of TPQ as an effective and relevant center for religious education.

Conceptually, this microteaching training activity is based on the principle that mastery of material does not always directly correlate with teaching ability. Many ustaz/ustazah (Islamic teachers) understand Arabic well, but lack the knowledge to simplify concepts, choose appropriate methods, or create an engaging learning environment. Microteaching positions teaching skills as competencies that must be practiced repeatedly, not simply understood theoretically. Therefore, this training program provides a practical approach that is easier to apply in everyday learning at the TPQ (Islamic Junior High School).

In the context of Arabic language education, the methods used must also take into account the developmental characteristics of children. Overly theoretical learning tends to make children bored, lose focus, or fail to grasp the basic concepts presented. Through microteaching training, ustaz/ustazah will be trained to develop more varied methods, such as language games, vocabulary flashcards, Arabic songs, role-plays of simple conversations, and the use of visual media. This approach not only strengthens children's linguistic competence but also enriches their learning experience.

Therefore, the implementation of microteaching training at the TPQ Al Muttaqin Pacitan is expected to have a significant impact on improving the quality of Arabic language education. Ustaz/ustazah will have improved pedagogical skills, be able to use a variety of creative and effective teaching strategies, and manage their classes effectively. Students will also experience a more enjoyable, structured, and understandable learning experience. In the long term, this activity can serve as a model for TPQ teacher empowerment programs in Pacitan and other regions.

Through this training, it is hoped that a paradigm shift in Arabic language teaching will occur: from simply delivering material to interactive, creative, and child-centered learning. Ultimately, improving the competence of ustaz/ustazah through microteaching is a crucial investment in developing the quality of Islamic education at the grassroots level. This program

not only addresses the short-term need for improved teaching skills but also contributes to improving the quality of the younger generation as competent learners of the Quran and Arabic.

METHOD

This community service activity uses a microteaching training approach, designed to improve the pedagogical competence of Islamic teachers (ustaz/ustazah) in teaching Arabic at the Al Muttaqin Pacitan Islamic Boarding School (TPQ). The training is implemented through several stages: (1) a needs assessment to map the teachers' initial abilities and challenges; (2) developing training materials, including lesson planning, Arabic teaching strategies, media variations, and evaluation techniques; (3) delivering the materials through interactive workshops; and (4) microteaching practice, where participants are asked to demonstrate short lessons, which are then evaluated by a team of trainers. Each stage is systematically structured to ensure the program's suitability to field needs and the effectiveness of participant competency improvement.

Microteaching is conducted in small groups to optimally facilitate observation, direct feedback, and independent reflection. Participants are given the opportunity to practice teaching Arabic, including vocabulary introduction, basic sentence structure, and the use of creative media. Training evaluation is conducted through participant performance observations, evaluation sheets, and reflective discussions to identify strengths and weaknesses during the practice process. Through this method, community service activities not only provide knowledge transfer, but also build practical, applicable experience so that ustaz/ustazah are able to apply more effective teaching techniques in teaching and learning activities at TPQ.

RESULT AND DISCUSSION

Improving Understanding of Basic Pedagogy for Ustaz/Ustazah

The microteaching training had a positive impact on improving the understanding of basic pedagogy for Ustaz/Ustazah at TPQ Al Muttaqin Pacitan. In the initial session, most participants demonstrated a limited understanding of the concept of lesson planning, particularly in formulating objectives, activity flow, and selecting methods relevant to children's characteristics. A needs analysis revealed that only 30% of teachers were familiar with developing simple Daily Lesson Implementation Plans, while the remainder still relied on spontaneous methods without a clear structure.

After the training, there was a significant improvement in the participants' ability to develop lesson plans. All participants were able to formulate learning objectives based on basic Arabic language competencies, such as vocabulary mastery, letter recognition, and simple conversation. Participants also understood that lesson planning must be tailored to the child's age and developmental level, requiring more concrete, visual, and interactive learning activities. Furthermore, there was increased awareness of the importance of varying methods to make learning more engaging and less monotonous. Thus, this training successfully strengthened the pedagogical foundation of teachers as a primary prerequisite for effective learning. The improved understanding of basic pedagogical skills among Islamic teachers after participating in microteaching training aligns with the Pedagogical Content Knowledge (PCK) theory proposed by Shulman (1987) (Tallman, 2023). This theory emphasizes that teaching competence rests not only on mastery of material but also on the ability to package that material in learning strategies appropriate to the characteristics of the students (Ribeiro dkk., 2020). In the context of TPQ (Queensday Islamic Boarding School), the ability of Islamic teachers to develop objectives, design learning steps, and select methods aligned with child development is part of the integration of content knowledge and pedagogical knowledge. This improved ability demonstrates that

microteaching is effective as a means of strengthening PCK, as participants not only understand concepts theoretically but also practice them through small-scale teaching exercises.

Furthermore, the training results are also relevant to the experiential learning theory developed by Kolb (1984), which emphasizes that direct experience is the basis for the most effective learning (Syaifullah dkk., 2021). Through microteaching, ustaz/ustazah experience a complete learning cycle: practicing teaching (concrete experience), receiving feedback (reflective observation), analyzing strengths and weaknesses (abstract conceptualization), and improving teaching techniques for subsequent practices (active experimentation). This learning cycle has been proven to improve participants' ability to develop more structured, varied, and child-specific lesson plans. Thus, the improvement of ustaz/ustazah's pedagogy is not only the result of theoretical explanations in workshops, but also of the reflective process and repeated practice that are at the core of microteaching itself.

Ability to Use Interactive Methods in Arabic Language Learning

One focus of the training was the ability of religious teachers (ustaz/ustazah) to select and apply interactive learning methods appropriate to children's learning characteristics. During the workshop, participants were introduced to various strategies such as simple role-playing, game-based learning (language games), the flashcard method, the use of images, and creative question-and-answer techniques. Prior to the training, most religious teachers (ustaz/ustazah) only used lectures and repetitive memorization methods, which easily bored and reduced student enthusiasm.

Observations during the microteaching practice showed a significant increase in the variety of learning strategies. Participants began using visual media such as colored letter cards, picture boards, and vocabulary pairing games. During the microteaching sessions, 85% of participants were able to effectively integrate interactive methods into their lessons. For example, when teaching vocabulary about body parts, some participants implemented games like "guess the picture" and "touch the body part mentioned," making the learning atmosphere more lively and enjoyable. This improvement in skills confirms that microteaching training significantly contributes to helping teachers implement more creative and developmentally appropriate methods.

The increasing ability of religious teachers (ustaz/ustazah) to apply interactive learning methods aligns with the Constructivism theory proposed by Piaget and Vygotsky (Khairanis, 2024). This theory emphasizes that children learn actively through direct experience, social interaction, and involvement in meaningful activities. Interactive methods such as role-play, games, flashcards, and the use of images enable children to construct their own understanding of Arabic vocabulary. The shift from lectures to interactive strategies demonstrates a paradigm shift from passive to active learning, where students engage cognitively, emotionally, and physically. This is consistent with the principle that language learning must involve concrete activities for greater understanding, especially for TPQ-aged children who are at the concrete operational stage of development.

Furthermore, the use of various media and games in learning supports Gardner's (1983) theory of Multiple Intelligences, which states that every child possesses different intelligences, including linguistic, visual-spatial, kinesthetic, and interpersonal (Lazuardi & Syaheed, 2025). The risk of boredom and lack of enthusiasm among students when teachers only use lectures can be explained by this theory, as a single method cannot address all children's learning styles. By implementing language games, vocabulary flashcards, and movement activities, learning becomes

more responsive to the diverse intelligence of students. The finding that 85% of participants were able to integrate interactive methods into microteaching demonstrates that the training not only provides knowledge but also improves teachers' adaptive skills to students' learning needs. Thus, microteaching is an effective means of making Arabic learning more enjoyable, meaningful, and aligned with modern learning development theories.

Improving Communication and Classroom Management Skills

Communication skills are a crucial aspect of Arabic language learning, especially since teachers must be able to convey messages clearly, control their intonation, and direct class activities using simple yet effective language. Early in the training, it was discovered that some ustaz/ustazah tended to speak too quickly, give lengthy instructions, or use language that was too high-level, making it difficult for students to understand.

After participating in the microteaching training, there was an improvement in their ability to deliver instructions clearly and structuredly. Participants began using short sentences, body gestures, and appropriate intonation. Furthermore, they were also trained to use basic Arabic words for simple instructions, such as *iqra'*, *uktub*, or *istami'*, which can strengthen the Arabic language learning atmosphere. In terms of classroom management, participants began to demonstrate skills in maintaining students' attention through vocal variations, the use of engaging media, and more conducive seating arrangements. These changes demonstrate the effectiveness of microteaching in increasing teachers' sensitivity to classroom dynamics and student needs.

The improvement in the communication skills of religious teachers (ustaz/ustazah) after participating in microteaching training can be explained through Instructional Communication Theory, which emphasizes that the effectiveness of material delivery is greatly influenced by the clarity of the message, the use of appropriate language, gestures, and the ability to control intonation. According to this theory, teachers who are able to simplify instructions, use short sentences, and adjust the language level to the students' abilities will be more effective in fostering understanding (Aydın & Karabay, 2020). The initial tendency of ustaz/ustazah to speak too quickly or give lengthy instructions can be understood as a lack of structured communicative competence. Microteaching then functions as a feedback loop, providing teachers with the opportunity to evaluate and refine verbal and nonverbal messages to better suit the characteristics of TPQ students, who are still in the early stages of cognitive development.

Furthermore, the participants' improved classroom management and use of nonverbal communication align with Behaviorism theory, particularly regarding reinforcement and strengthening learning stimuli. In this context, variations in voice, body gestures, classroom layout, and visual media serve as stimuli that help students stay focused and motivated during learning. This theory emphasizes that children's learning behavior is highly dependent on how teachers provide consistent and engaging stimuli. When microteaching trains ustaz/ustazah (Islamic teachers) using voice variation techniques, simple Arabic instructions, and appropriate media, it not only improves communication clarity but also strengthens classroom control through positive reinforcement. Thus, the changes in communication and classroom management behavior demonstrated after the training confirm the role of microteaching as an effective, theory-based strategy in improving the pedagogical competence of TPQ teachers.

Training Participant Response and Enthusiasm

The ustaz/ustazah (Islamic teacher) response to the training was very positive. The majority of participants stated that this was the first time they had received such training and that

it was very helpful in improving their teaching techniques. The teachers felt that they had previously relied solely on personal experience without any structured training to help develop pedagogical skills. This training provided a comfortable, interactive, and appreciative learning environment, encouraging participants to try new things.

The participants' enthusiasm was also evident in their active participation in discussions, their courage to ask questions, and their desire to try new methods during microteaching. Several participants even suggested that similar training be conducted periodically, either in the form of follow-up workshops or TPQ teacher community meetings. The support from the institution and the high motivation of the participants indicate that microteaching activities have good prospects for future sustainability.

Andragogy theory, developed by Malcolm Knowles, emphasizes that adults learn optimally when training material is relevant to their needs, delivered in a comfortable environment, and provides space for participation and hands-on experience (Bouchrika, 2024). TPQ teachers, who had previously relied solely on personal experience, found the training helpful because it provided structure, feedback, and opportunities to try new techniques, in line with the principle that adult learners need practical experience to build their competencies. Participants' enthusiasm in discussing, asking questions, and proposing further training reflected the characteristics of adult learners, who possess strong internal motivation and a desire for continuous development. Thus, microteaching's success in attracting participant interest and active participation reinforces its relevance as a training method aligned with adult learning theory.

Although this activity focused on improving the competence of ustaz/ustazah (Islamic teachers), there were early indications of positive changes in the students' learning. Based on brief observations after the training, learning became more lively, students were more active in asking questions, and the classroom atmosphere was more interactive. The use of creative media and language games significantly increased students' motivation to learn. Furthermore, students appeared to memorize vocabulary more quickly when learning was accompanied by engaging activities such as card games, vocabulary games, and picture guessing. These changes indicate that improving teacher competence through microteaching has a direct impact on the quality of learning and student learning outcomes. This strengthens the argument that teacher competence is a key factor in the success of Arabic language learning in TPQ environments.

These positive changes in student learning after microteaching training align with Active Learning Theory, which asserts that students will more easily understand and remember material when they are directly involved in fun, meaningful, and interactive activities (Li dkk., 2023). This theory emphasizes the importance of physical, emotional, and cognitive engagement in the learning process, which in the TPQ context is evident through the use of language games, visual media, and movement-based activities such as vocabulary games and picture guessing. When teachers improve their pedagogical competency, particularly in various methods and media, this creates a learning environment that encourages active student participation. Thus, changes in student learning behavior, such as more active questioning, faster vocabulary mastery, and greater involvement in activities, are clear evidence that improving teacher skills directly impacts the quality of learning, as emphasized by active learning theory.

KESIMPULAN

Microteaching training at TPQ Al Muttaqin Pacitan has proven effective in improving pedagogical competence, the ability to apply interactive methods, communication skills, and the overall management of ustaz/ustazah classes. This training not only strengthens basic

understanding of lesson planning but also encourages teachers to be more creative, reflective, and adaptive in teaching Arabic according to the characteristics of early-age students. The positive response of participants and their high enthusiasm for the activities demonstrate that the practice-based training approach is relevant to the needs of adult learning, as explained in various modern educational theories. In addition to improving teacher capacity, microteaching also has a significant initial impact on the quality of student learning, as evident in increased motivation, participation, and ease in mastering vocabulary through interactive activities. Thus, microteaching is a teacher competency development strategy that has the potential to be implemented sustainably to improve the quality of Arabic language education in TPQ environments.

- Almelhes, S. (2024). Enhancing Arabic language acquisition: Effective strategies for addressing non-native learners' challenges. *Education Sciences*, 14(10), 1116.
- Ardianysah, M., Ihsan, M., & Satyaningrum, R. (2024). Quality Management Analysis in Non-formal Arabic Language Educational Institutions Based on National Education Standards. *International Journal of Arabic Language Teaching*, 6(02), 213–227.
- Aydın, D. G., & Karabay, Ş. O. (2020). Improvement of classroom management skills of teachers leads to creating positive classroom climate. *International Journal of Educational Research Review*, 5(1), 10–25.
- Badugela, T. M. (2012). *Problems facing educators in implementing the national curriculum statement: The case of Tshifbena secondary school, Vhembe District, Limpopo Province, South Africa*. University of South Africa (South Africa).
- Bouchrika, I. (2024). The andragogy approach: Knowles' adult learning theory principles in 2024. *Education*.
- Iliasova, L., Nekrasova, I., Mena, J., & Estrada-Molina, O. (2025). Microteaching on pre-service teachers' education: Literature review. *Frontiers in Education*, 10, 1562975.
- Khairanis, R. (2024). Innovation in Arabic language learning methodology: Combining technology and interactive approaches. *As-Sulthan Journal of Education*, 1(2), 281–293.
- Lazuardi, A. M., & Syaheed, S. M. (2025). Enhancing Arabic Language Proficiency through Interactive Learning Programs. *Lahjatuna: Jurnal Pendidikan Bahasa Arab*, 4(2), 89–102.
- Li, R., Lund, A., & Nordsteien, A. (2023). The link between flipped and active learning: A scoping review. *Teaching in Higher Education*, 28(8), 1993–2027.
- Popat, Y. (2020a). Microteaching: An effective tool to enhance the teaching skills. *International Journal of Engineering Applied Sciences and Technology*, 5(8), 198–206.
- Popat, Y. (2020b). Microteaching: An effective tool to enhance the teaching skills. *International Journal of Engineering Applied Sciences and Technology*, 5(8), 198–206.
- Ribeiro, K. R. B., Prado, M. L. do, Backes, V. M. S., Mendes, N. P. do N., & Mororó, D. D. de S. (2020). Teaching in health residencies: Knowledge of preceptors under Shulman's analysis. *Revista Brasileira de Enfermagem*, 73, 20180779.
- Santoso, B. T., Huroiroh, E., Patrianto, B., & Yuliauriena, C. F. (2024). The Role of TPQ Teachers in Obtaining Protection and Fulfillment of Rights as Professionals. *Acitya Wisesa: Journal of Multidisciplinary Research*, 12–24.
- Syaifullah, M., Harun, U., Izzah, N., Munawar, E., Roji, F., & Arifin, Z. (2021). The Application Of Experiential Learning Model Perspective David A. Kolb To Improving Students Reading Skill I Tatbiq Namudz al-Ta'alum al-Tajribi 'inda David A. Kolb li Tarqiyah Maharah al-Qira'ah lada Talabah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13(2), 208–230.
- Tallman, M. (2023). What makes pedagogical content knowledge “pedagogical”? Reconnecting PCK to its Deweyan foundations. *The Mathematics Educator*, 31(1).