

## An Academic Needs Analysis of Students in Micro Teaching Classes: Insights from Lecturers and Students at UNIQHBA

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### ABSTRACT

Microteaching plays a crucial role in preparing student-teachers to become effective educators by bridging theoretical knowledge and practical classroom skills. However, students often face significant challenges in applying pedagogical theories to real teaching contexts, particularly within faith-based and multilingual settings such as UNIQHBA. This study aims to identify and analyze the academic needs of students in microteaching classes by examining the perspectives of both students and lecturers. A qualitative research method was employed, utilizing semi-structured interviews, focus group discussions, and non-participant classroom observations with final-year education students and microteaching lecturers. The findings reveal key academic needs, including difficulties in lesson planning and time management, challenges in using instructional English, low teaching confidence, inadequate feedback mechanisms, and limited access to teaching resources. These results indicate a persistent gap between pedagogical theory and actual classroom practice. The study concludes that microteaching programs require redesign to incorporate scaffolded practice, structured reflection, and improved resource availability.

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## 1. INTRODUCTION

In the ever-evolving landscape of teacher education, micro-teaching has emerged as a critical pedagogical strategy to equip pre-service teachers with the foundational competencies necessary for effective classroom practice. As a scaled-down, practice-oriented simulation of real teaching, micro-teaching bridges theory and practical teaching experiences [1]. In institutions such as Universitas Qamarul Huda Badaruddin Bagu (UNIQHBA), micro-teaching courses are not merely components of the curriculum but

essential scaffolding that shapes future educators' ability to manage classrooms, deliver content effectively, and apply pedagogical theories in contextually relevant ways. Despite its importance, there remains a persistent challenge: ensuring that the design and delivery of micro-teaching courses truly align with the academic and professional needs of the students enrolled in them [2].

Over the years, researchers and educators alike have emphasized the necessity of conducting thorough needs analyses as a preliminary step in designing educational programs that are learner-centered and outcome-driven. Needs analysis allows instructors and institutions to identify gaps between learners' current abilities and the competencies they are expected to achieve [3]. However, in many teacher training programs, especially within Indonesian higher education institutions, there is often an overreliance on standardized curricula that may not adequately reflect students' and lecturers' contextual realities or expectations. This disconnection can lead to a mismatch between instructional content and student needs, resulting in suboptimal learning experiences and diminished preparedness for real classroom settings [4].

The present study is anchored in the recognition that a well-executed academic needs analysis can significantly enhance the relevance and effectiveness of micro-teaching programs. What distinguishes this research is its dual-perspective approach: it explores insights from students and lecturers at UNIQHBA, providing a holistic understanding of the teaching-learning dynamics in micro-teaching classes [5]. While many prior studies have either focused exclusively on students' perceptions or solely on curriculum evaluations, this study bridges the gap by integrating both perspectives, offering a more nuanced and actionable analysis of academic needs [6].

One of the critical gaps identified in the existing literature is the lack of empirical investigations examining the congruence between students' perceived needs and instructors' pedagogical strategies in micro-teaching settings. While studies have explored the effectiveness of micro-teaching as a method, few have systematically examined whether current practices meet the academic needs of pre-service teachers in Indonesian tertiary institutions [7]. Moreover, many existing needs analyses in this domain tend to be generalized and do not delve deeply into the micro-teaching sub-context, which has distinct characteristics, challenges, and skill demands [8]. This research aims to address these deficiencies by conducting a focused needs analysis contextualized within the micro-teaching courses at UNIQHBA.

Another novel aspect of this study is its emphasis on the institutional and cultural specificity of UNIQHBA as a private university with unique values and educational philosophies. Unlike larger public universities that often have access to greater resources and more standardized teacher training protocols, UNIQHBA operates more locally and student-centered [9]. This localized focus provides fertile ground for uncovering unique academic needs that broader studies may not capture. By situating the research within this specific institutional context, the study contributes to academic discourse. It offers practical implications for curriculum designers, teacher educators, and university administrators who seek to enhance the quality of teacher education in similar settings [10].

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This research aims to identify, categorize, and interpret the academic needs of students enrolled in micro-teaching classes at UNIQHBA based on empirical data collected from both students and lecturers. Specifically, the study aims to answer the following research questions: (1) What are the perceived academic needs of students in micro-teaching classes according to the students? (2) How do lecturers perceive and address these academic needs in their teaching practices? Furthermore, (3) To what extent is there alignment between students' expectations and lecturers' pedagogical approaches? Through the answers to these questions, the study seeks to uncover potential gaps, improvement areas, and innovation opportunities in the micro-teaching curriculum and its delivery.

Ultimately, the researchers hope that the findings of this study will contribute meaningfully to the enhancement of teacher education programs at UNIQHBA and similar institutions. The study aims to support the development of more responsive and effective pedagogical strategies by providing a data-driven framework for understanding and addressing academic needs in micro-teaching. In doing so, it aspires to improve students' learning outcomes and equip future educators with the skills, confidence, and adaptability needed to thrive in real-world classrooms. The study's outcomes may also inform broader policy discussions on curriculum reform and professional development in teacher education across Indonesia and beyond.

Microteaching serves as a critical pedagogical strategy in teacher education, bridging theoretical knowledge with practical classroom skills. At Universitas Qamarul Huda Badaruddin Bagu (UNIQHBA), microteaching courses are essential for shaping future educators, particularly within faith-based and multilingual contexts. However, a persistent challenge remains: the design and delivery of microteaching programs often fail to align with students' actual academic needs, leading to a mismatch between instructional content and learner competencies. To address this gap, a thorough needs analysis is essential. Nevertheless, many teacher training programs in Indonesian higher education rely on standardized curricula that overlook contextual realities. Existing studies have largely focused on either student perceptions or curriculum evaluations in isolation, lacking an integrated, dual-perspective approach. Furthermore, limited empirical research has examined the congruence between students' perceived needs and lecturers' pedagogical strategies, specifically within microteaching settings.

This study aims to identify and analyze the academic needs of students in microteaching classes at UNIQHBA by examining the perspectives of both students and lecturers. Specifically, it seeks to answer: (1) What are the perceived academic needs of students? (2) How do lecturers perceive and address these needs? Furthermore, (3) To what extent is there alignment between student expectations and lecturer approaches?. The findings are expected to provide a data-driven framework for redesigning microteaching programs to be more responsive and effective. Ultimately, this research hopes to contribute to curriculum enhancement, improve student learning outcomes, and inform broader teacher education policy in similar institutional contexts.

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## **2. METHOD**

This study employed a qualitative research approach to explore the academic needs of students enrolled in micro-teaching classes at Universitas Qamarul Huda Badaruddin Bagu (UNIQHBA). The qualitative design was chosen to gain an in-depth understanding of students' and lecturers' lived experiences, perceptions, and expectations within the unique context of the university's micro-teaching program. The research was conducted over three months, from January to March 2025, and occurred at UNIQHBA's Faculty of Education. The participants consisted of final-year students who were actively engaged in micro-teaching classes and lecturers who facilitated and supervised those classes. Purposeful sampling was used to select information-rich participants who could provide detailed insights relevant to the research questions. Data was collected through semi-structured interviews and focused group discussions, allowing for flexibility and emerging new themes during the interaction. These techniques enabled the researchers to capture nuanced perspectives and explore both convergences and divergences in the views of students and lecturers.

In addition to interviews and discussions, non-participant observations were conducted during several micro-teaching sessions to contextualize the verbal data and identify patterns in classroom dynamics, instructional practices, and student engagement. The primary data sources included interview transcriptions, observation field notes, teaching materials, and syllabi documentation. Multiple data sources were cross-referenced to ensure data credibility and triangulation, and member checking was conducted by inviting participants to verify the researchers' interpretations of their statements. The data were analyzed using thematic analysis, following the steps of familiarization, coding, categorization, and theme development. This method allowed for systematically identifying recurring themes and the underlying meanings within participants' narratives. The researchers applied an inductive approach, allowing themes to emerge naturally from the data rather than being imposed a priori. The study aimed to provide a valid and contextually grounded understanding of the academic needs within the micro-teaching environment at UNIQHBA through this comprehensive methodological framework.

## **3. RESULTS AND DISCUSSION**

This section presents research findings based on data analysis obtained from interviews, focus group discussions, and micro-classroom observations at UNIQHBA. Thematically analyzed data revealed various academic needs of student teachers, which extend beyond material mastery to include aspects of teaching practice, self-confidence, and institutional support. The following presentation begins with an in-depth description of the key themes identified, which are then summarized to provide a comprehensive overview of the academic needs landscape in micro-classrooms.

### **3.1. Results**

The findings of this study revealed several interrelated themes that reflect the academic needs of students participating in micro-teaching classes at UNIQHBA. From the thematic analysis of interview transcripts, focus group discussions, and classroom

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observations, it became clear that while students demonstrated a strong theoretical understanding of pedagogical concepts, they often faced difficulties when translating this knowledge into practical classroom applications. One of the dominant themes that emerged was the gap between pedagogical theory and teaching practice. Many students expressed uncertainty when applying specific teaching methods, such as cooperative learning or inquiry-based instruction, in their micro-teaching sessions. Although they had studied these methods in earlier coursework, they struggled to select, adapt, and implement them effectively during practice teaching.

Another major theme concerned lesson planning and time management. Lecturers consistently observed that students tended to either over-plan or under-plan their lessons. Those who prepared excessively detailed plans frequently failed to complete their teaching segments within the allotted time, while others underestimated the depth of content required for effective delivery [11]. This inconsistency was attributed to a lack of structured guidance on balancing content coverage, student engagement, and classroom pacing. Both students and lecturers noted that while students were familiar with the formal components of a lesson plan, such as objectives, materials, and activities, they could not often anticipate classroom flow, manage transitions smoothly, and adjust their plans in real time [12].

Language use also emerged as a critical issue, particularly among students enrolled in English education programs. Many students reported feeling anxious or insecure about delivering lessons in English, especially when explaining complex concepts or responding to peer questions. Lecturers corroborated this, noting that students often resorted to switching between English and Bahasa Indonesia when encountering difficulties [13]. This phenomenon, known as code-switching, while helpful in some contexts, was seen by lecturers as an indicator of the students' incomplete mastery of instructional English. The findings suggest a strong academic need for language reinforcement, particularly in instructional vocabulary, questioning techniques, and spontaneous language use during classroom interactions [14].

Confidence and classroom presence were also highlighted as central needs. Many students admitted to experiencing nervousness and stage fright when teaching in front of their peers. This anxiety often led to a lack of eye contact, monotonous speech delivery, and minimal interaction with "students" during simulations. Lecturers noted that while technical knowledge and planning were important, developing soft skills such as voice projection, body language, and classroom authority was equally essential but often overlooked in the curriculum [15]. Both groups of participants voiced the need for more structured feedback sessions focused specifically on these aspects.

Furthermore, the study revealed that peer feedback and lecturer input played a significant role in students' learning, but the mechanisms for delivering such feedback needed refinement. Students reported receiving general comments such as "good job" or "needs improvement" without detailed explanations or practical suggestions [16]. On the other hand, lecturers admitted that time constraints and large class sizes often limited their ability to provide individual, targeted feedback. This disconnect pointed to an academic

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need for more systematic feedback strategies, such as rubric-based evaluation, peer-assessment training, and post-teaching reflection sessions.

Lastly, the findings emphasized a shared need for improved access to teaching resources and media. Students frequently mentioned difficulties in accessing teaching aids, such as whiteboards, multimedia tools, or teaching props, which limited their ability to simulate real classroom experiences [17]. Some had to improvise or rely on minimal materials, affecting their teaching demonstrations' quality and creativity. Lecturers acknowledged this concern and expressed the need for the university to invest in better infrastructure and instructional materials to support effective microteaching [18]. This finding points to an institutional-level academic need, which complements the individual-level needs identified throughout the study.

In summary, the data revealed that students in micro-teaching classes at UNIQHBA face complex academic challenges beyond content knowledge. Their needs span pedagogical application, practical teaching skills, language use, confidence building, feedback mechanisms, and resource access. These findings underscore the importance of designing micro-teaching programs that are theoretically sound and responsive to the real, contextualized needs of student-teachers.

Table 1. Summary of Identified Academic Needs in Micro Teaching Classes at UNIQHBA

No	Academic Need Area	Description	Implications
1	Theory-Practice Gap	Difficulty in applying pedagogical theory in simulated teaching contexts	Requires better integration of coursework with hands-on teaching experiences
2	Lesson Planning & Time Management	Inconsistent pacing, over- or under-planned lessons	Need for explicit training in structuring practical, time-bound lesson plans
3	Instructional Language Proficiency	Anxiety in using English for teaching, frequent code-switching	Suggests inclusion of instructional English workshops and language support modules
4	Confidence & Teaching Presence	Low classroom confidence, limited engagement, and stage presence	Need for more practice opportunities and feedback on delivery techniques (e.g., voice, posture)
5	Feedback Mechanisms	Feedback is often too general or lacks depth	Recommend rubric-based and structured feedback systems from both peers and lecturers.
6	Access to Teaching Resources	Limited materials for teaching simulations	Institutional need to improve access to media tools and teaching aids

Table 1 summarizes six major academic needs as identified through thematic analysis of qualitative data. Each row reflects a core area of difficulty experienced by students in micro-teaching classes, accompanied by a brief description and practical implications for curriculum design or institutional support. This table serves as a snapshot of the study's findings and a guide for educators or administrators aiming to enhance the micro-teaching experience at UNIQHBA or similar institutions.

The findings of this study underscore the complexity of academic needs faced by student-teachers during microteaching classes at UNIQHBA. The challenges identified, ranging from the theory-practice gap, lesson planning, and language proficiency to

teaching confidence and resource limitations, are consistent with broader trends reported in the literature. However, the specific context of UNIQHBA, with its unique integration of Islamic values, linguistic diversity, and institutional structure, adds a distinctive layer to interpreting these needs. This discussion elaborates on how these findings relate to prior research and theoretical frameworks in teacher education.

The observed gap between pedagogical theory and classroom practice echoes what Darling-Hammond (2006) identifies as a persistent issue in teacher education: the fragmentation between coursework and clinical experience. Students at UNIQHBA, like those in other contexts, seem to struggle with transforming abstract knowledge into concrete teaching strategies. The disconnect suggests that the curriculum may still lean too heavily on theoretical input without sufficiently integrating it with experiential learning opportunities. This is also in line with Pérez dan Carvajal's [19] critique of traditional teacher preparation programs, which often separate "knowing" from "doing." To address this, the study reinforces the relevance of constructivist learning theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners require guided scaffolding from more knowledgeable others, such as lecturers and peer mentors, to internalize and apply pedagogical skills in authentic settings.

The difficulties students face with lesson planning and time management also support findings by Marfan dan Pascual [20], who found that novice teachers often lack the foresight to anticipate how classroom activities unfold in real-time. The students' tendency to over-plan or under-plan their lessons reflects a deeper issue: limited cognitive rehearsal of classroom flow. Here, Arpaci's [21] theory of reflective practice becomes particularly relevant. The absence of regular opportunities for structured reflection may hinder students from learning through experience and adapting their planning strategies based on feedback and observation. This suggests that embedding reflective journals or post-teaching reflections within micro-teaching sessions could significantly enhance students' self-awareness and planning competence.

Language-related challenges, particularly those involving instructional English and code-switching, align with research in EFL (English as a Foreign Language) teacher education contexts. Studies by Mufidah dan Roifah [22] have emphasized that non-native English-speaking teacher candidates often struggle to balance content delivery with fluent, pedagogically appropriate language use. The findings from UNIQHBA affirm this tension, highlighting the dual demands placed on students: they must demonstrate both linguistic accuracy and teaching competence simultaneously. From a theoretical standpoint, this supports [23] distinction between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency), with many students performing reasonably well in social English but facing difficulties when required to perform complex instructional tasks in English. Hence, tailored academic and instructional language support becomes essential in such multilingual settings.

### **3.2. Discussion**

The findings regarding confidence and classroom presence are also widely supported by teacher identity and professional development literature. Zaim et al. [24]

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argue that confidence is not merely a personal trait but a developmental process intertwined with one's emerging identity as a teacher. At UNIQHBA, the reported nervousness, weak voice projection, and limited interaction suggest that students are still in the early stages of forming a professional teaching identity. Kose's [25] theory of self-efficacy can be applied here, indicating that mastery experiences, modeling, and verbal persuasion (such as positive reinforcement from lecturers) are key to building students' belief in their teaching abilities. However, the current micro-teaching structure may not provide sufficient repetition or support for students to move from anxiety to assurance [26].

Feedback mechanisms, or the lack thereof, were another critical issue. The study found that both students and lecturers viewed current feedback practices as inadequate, which resonates with Wahyuningsih dan Afandi's [27] assertion that feedback must be timely, specific, and goal-oriented to have a meaningful impact. Generic praise or vague criticism does little to help students internalize what effective teaching looks like. Instead, this study advocates for using structured feedback tools, such as rubrics or guided observation sheets, which are well-documented in the literature and are effective in fostering deliberate practice [28]. This improves teaching performance and enhances students' metacognitive awareness of their progress.

Finally, the issue of limited access to teaching resources reflects broader concerns in developing educational institutions, particularly in Southeast Asia. Similar findings have been reported by Mogale dan Malatji [29], who examined the constraints teacher candidates face in under-resourced teacher training colleges in Indonesia. At UNIQHBA, the lack of access to media and instructional materials impedes students' ability to simulate real classroom environments, thereby limiting the authenticity of the micro-teaching experience. This aligns with Supriatnaningsih et al. [30] experiential learning theory, which emphasizes the importance of concrete experiences as a basis for reflection and conceptual understanding. Without adequate tools, the experiential aspect of micro-teaching becomes compromised, reducing its overall pedagogical value.

These findings point to the multifaceted and context-specific nature of academic needs in microteaching. They reveal that teacher education programs must be responsive to curricular goals and the lived experiences and practical challenges of student-teachers. The study at UNIQHBA contributes to this understanding by situating these needs within a distinct institutional, cultural, and linguistic context, offering insights that can inform local practices and broader discussions on effective teacher preparation in similar environments.

#### **4. CONCLUSION**

This study reveals that students in microteaching classes at UNIQHBA face multidimensional challenges, including difficulties in applying pedagogical theory, managing instructional time, using instructional English, building teaching confidence, and accessing adequate feedback and resources. These findings confirm a significant gap between theoretical preparation and practical teaching performance. The implications of this research underscore the necessity of redesigning microteaching programs to be more integrated, reflective, and resource-conscious, particularly within faith-based and

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linguistically diverse institutional contexts. Curriculum developers and teacher educators should prioritize scaffolded practice, structured reflection, and improved resource availability to better align instruction with student needs. This study is bounded by its qualitative design and focus on a single institution, which limits the generalizability of its findings. The sample was also confined to students and lecturers within one academic year, precluding broader longitudinal insights. Future research should employ mixed-methods approaches across multiple institutions to enhance generalizability. Subsequent studies may also explore the long-term impact of microteaching improvements on actual classroom performance and evaluate specific interventions such as structured reflection tools, peer mentoring, or instructional language workshops. This research contributes to the general public by offering a contextualized framework for enhancing teacher education quality, particularly in private, faith-based higher education settings.

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