PRE-SERVICE TEACHERS REFLECTIVE PRACTICE OF CLASSROOM MANAGEMENT DURING MICROTEACHING

A THESIS

**Submitted to Fulfill one of the Requirements
for *Sarjana Pendidikan* Degree in English Education**

By:

SAILA NAFILATUL MAULA
SN. 2521026

**ENGLISH EDUCATION STUDY PROGRAMS
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2025**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

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   Dengan ini menyatakan bahwa skripsi yang berjudul **"PRE-SERVICE TEACHERS REFLECTIVE PRACTICE OF CLASSROOM MANAGEMENT DURING MICRO TEACHING"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

   Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 29 Mei 2025

Yang Menyatakan,

Saila Nafilatul Maula
2521026

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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi TBIG
di <u>Pekalongan</u>

Assalamu'alaikum Wr. Wb

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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Prodi	:	**TADRIS BAHASA INGGRIS**
Judul Skripsi	:	**PRE-SERVICE TEACHERS REFLECTIVE PRACTICE OF CLASSROOM MANAGEMENT DURING MICRO TEACHING**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam siding munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb

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Has been examined and approved by the panel of examiners on Monday, 2nd June 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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ACKNOWLEDGEMENTS

4. I extend my gratitude to all the lecturers and staff at UIN K.H. Abdurrahman Wahid Pekalongan for the knowledge and kindness they have shared during my academic years.

5. I would also like to thank my friends at TBIG for their help in preparing the supporting documents for this thesis. Thank you for standing by my side, for your support, and for our mutual encouragement throughout this process. Finally, I extend my gratitude to all parties who were involved in this thesis writing journey, whose names I may not be able to mention one by one.
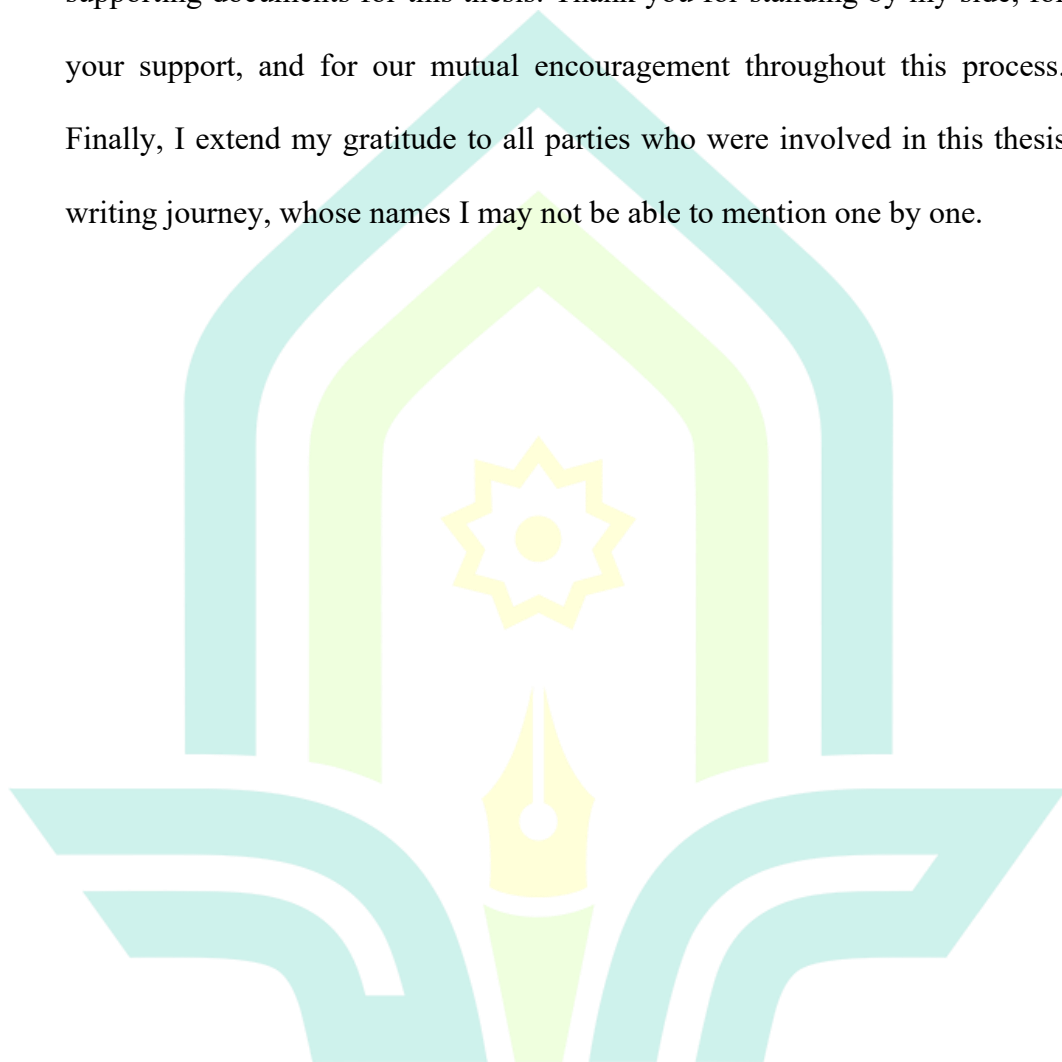
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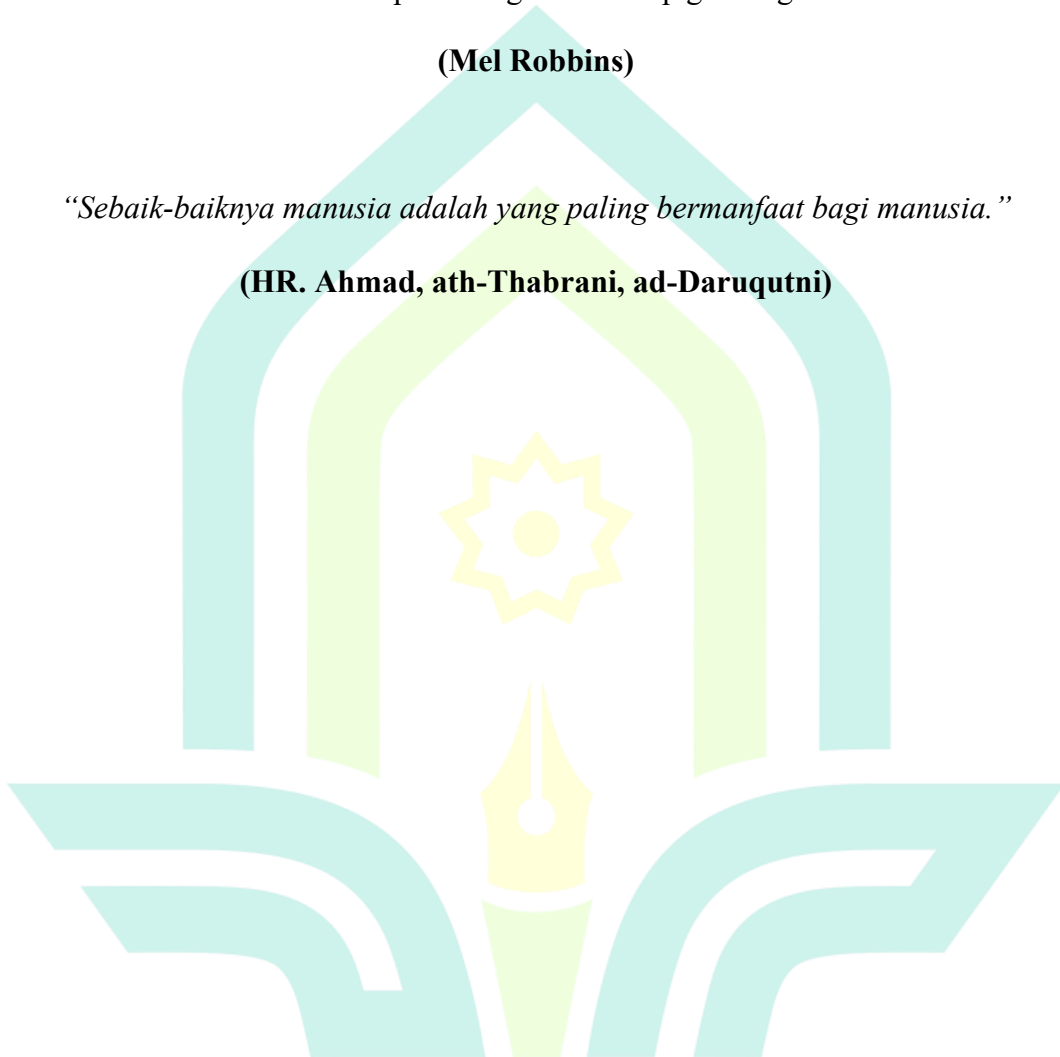*"Maka, sesungguhnya beserta kesulitan ada kemudahan."*

(QS. Al-Insyirah: 5)

"Never stop learning. Never stop growing."

(Mel Robbins)

"Sebaik-baiknya manusia adalah yang paling bermanfaat bagi manusia."

(HR. Ahmad, ath-Thabrani, ad-Daruqutni)

ABSTRAK

Banyak guru prajabatan menghadapi tantangan dalam mengelola kelas, seperti kesulitan dalam mengatur waktu dan menangani dinamika kelas, yang dapat mempengaruhi proses pembelajaran secara keseluruhan. Penelitian ini bertujuan untuk memahami bagaimana guru-guru pra-jabatan merefleksikan pengalaman mereka dalam mengelola kelas selama sesi pengajaran mikro. Tiga partisipan dari sebuah universitas Islam di Pekalongan, Jawa Tengah, berpartisipasi dalam wawancara semi-terstruktur sebagai bagian dari desain penelitian kualitatif. Analisis tematik enam tahap dari Braun dan Clarke (2006) digunakan untuk menganalisis data, dan pengecekan anggota dilakukan untuk memastikan keandalan temuan. Kerangka kerja reflektif lima tahap dari Farrel (2015) - yang meliputi filosofi, prinsip, teori, praktik, dan di luar praktik - menjadi dasar analisis. Hasil penelitian menunjukkan bahwa microteaching memberikan ruang yang terstruktur dan bermakna bagi para peserta untuk merefleksikan dan mengembangkan identitas mengajar, pengetahuan pedagogis, dan perspektif etika mereka. Kapasitas peserta dalam evaluasi diri, manajemen kelas, dan kesadaran moral meningkat. Penelitian ini menekankan pentingnya mengintegrasikan praktik reflektif ke dalam program pendidikan guru untuk mempersiapkan guru prajabatan menjadi pendidik yang responsif, berpusat pada siswa, dan memiliki kesadaran sosial.

Kata Kunci: *Guru pra jabatan, manajemen kelas, micro teaching, praktik reflektif.*

ABSTRACT

Many pre-service teachers struggle to successfully manage their classes, including time management and classroom dynamics, which can have an adverse outcome on teaching standards. The purpose of this study was to investigate how pre-service teachers evaluate their methods of managing the classroom during micro teaching sessions. Three participants from an Islamic university in Pekalongan, Central Java, participated in semi-structured interviews as part of the qualitative research design. Braun and Clarke's (2006) six-step thematic analysis was used to examine the data, and member checking was conducted to ensure the results were reliable. Farrell's (2015) five-stage reflective framework - comprising philosophy, principles, theory, practice and beyond practice - was used as the basis for analysis. The results showed that microteaching provided participants with a purposeful and organized environment to think about and develop their teaching identities, pedagogical knowledge, and ethical viewpoints. Participants' capacities for self-evaluation, classroom management, and moral awareness all improved. In order to prepare pre-service teachers to be responsive, student-centered and socially conscious educators, this study emphasizes the need to incorporate reflective practice into teacher education programs.

Keywords: Pre-service teachers, classroom management, micro teaching, reflective practice.
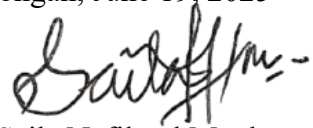
PREFACE

All glory and thanks are due to Allah SWT. I am grateful to God for allowing me to finish my undergraduate thesis, which is titled "Pre-Service Teachers Reflective Practice of Classroom Management During Micro Teaching." At UIN K.H. Abdurrahman Wahid Pekalongan, this thesis is turned in as a partial requirement for a bachelor's degree in education. I appreciate helpful criticism and recommendations for improving my thesis, as I am completely aware of its limits. I'm hoping that this study will add to the body of knowledge and be a useful tool for anybody looking to learn more about reflective practice and classroom management. With deep appreciation, I would like to thank the following people:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., who serves as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.

2. Prof. Dr. H. Muhlisin, M.Ag., the Dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.

3. Mr. Ahmad Burhannudin, M.A., Head of the English Education Department, and Mrs. Eros Meilina Sofa, M.Pd., Secretary of the English Education Department within the Faculty of Teachers Training at UIN K.H. Abdurrahman Wahid Pekalongan.

4. My thesis supervisor, Mr. Fachri Ali, M.Pd., for his significant advice, direction, and commitment during the writing process.

5. All of the lecturers and employees of UIN K.H. Abdurrahman Wahid Pekalongan's Faculty of Education and Teacher Training English Education Department

6. Lastly, may Allah SWT reward everyone who made a nice contribution. It is my goal that this thesis will contribute to the progress of knowledge.
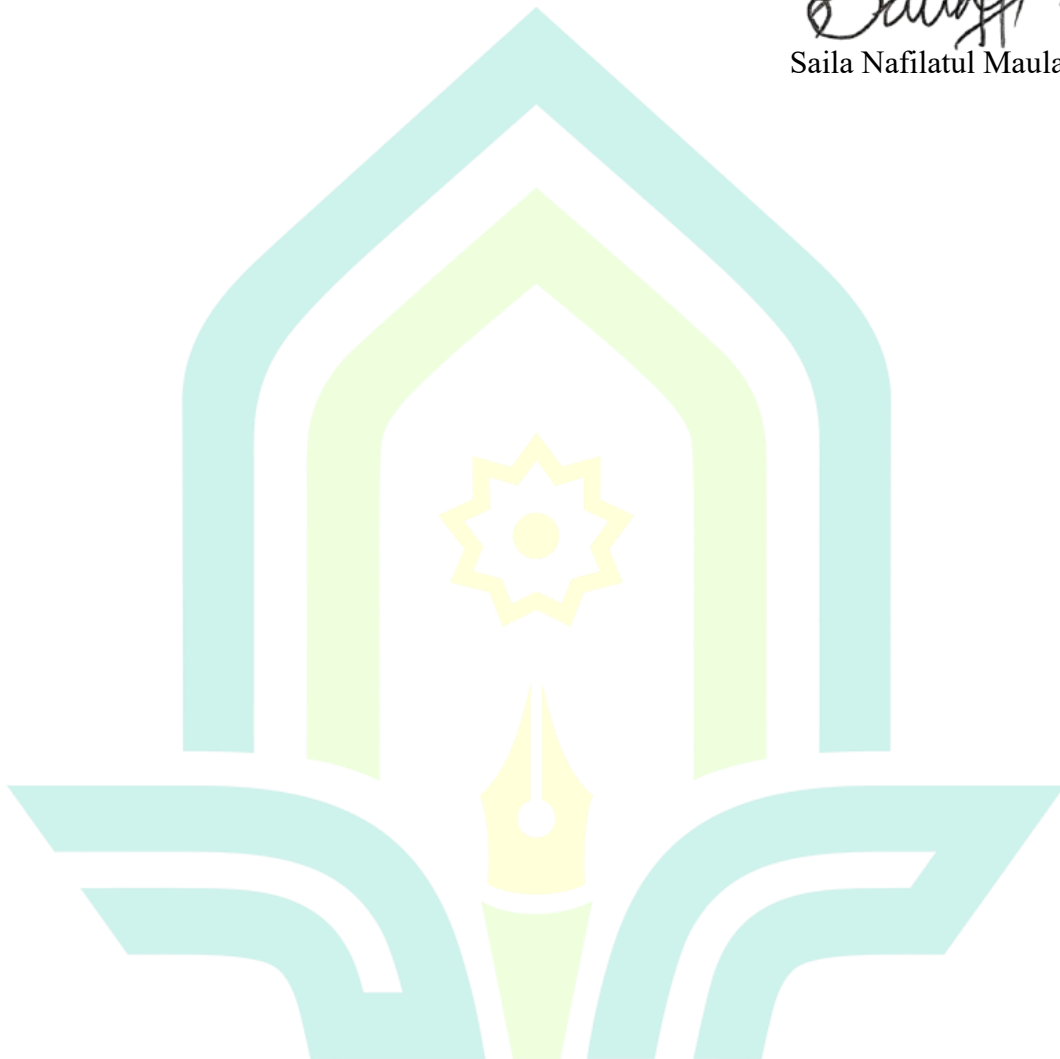
Pekalongan, June 19, 2025

Saila Nafilatul Maula

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management refers to the process that helps teachers establish and maintain an operational and conducive learning environment in their classrooms. Classroom management is widely mentioned as an important factor in students' learning (Marzano & Marzano, 2003a). A competent classroom management system may undoubtedly generate and sustain a well-behaved school environment. Evertson and Weinstein (2006) define classroom management as the efforts teachers take to create an environment that promotes academic and social-emotional development for pupils. This foundational understanding of classroom management sets the stage for exploring its influenceon efficacy of education.

The success of teaching and learning is directly influenced by classroom management. Learning will be easier if the classroom and students are well-organized. The purpose of classroom management is to provide a positive learning environment, ensuring that courses run smoothly, and decrease misbehavior and disruptions (Raizen, 2010; Oliver, Wehby, & Reschly, 2011). Classroom management aims to promote both academic and social-emotional development (Garret, 2014). Controlling student behaviour and inspiring students to learn successfully in the classroom are challenges that the teaching profession faces today. As stated by Evertson and Weinstein (2006) in Korpershoek (2014:11), classroom management refers to the

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actions teachers take to create an environment that is conducive to students' academic and social-emotional development. It is vital that pre-service teachers begin preparing for their microcareers as soon as possible. According to Hannah (2013), classroom management is a fundamental aspect of teaching practice that helps to organize the class and is a difficult skill for teachers. As a result, developing classroom management skills early in their employment becomes essential for pre-service teachers.

Pre-service teachers must acquire and perfect classroom management skills. Johnson (2018) described classroom management as a set of strategies that a teacher creates and employs to create an influence learning environment and support positive student behaviour. Furthermore, Mary and Rosalind (2003) classified classroom management into many categories, including material planning and preparation, building and sustaining a healthy teacher-student relationship, classroom setup and organization, and establishing and maintaining rules and procedures. To show their competence as professional teachers, pre-service teachers must work in a learning setting. This involves taking part in hands-on learning activities that simulate actual classroom situations. One form of teaching technique used in microteaching class. Fernandez (2012) concluded that microteaching is a useful strategy for enhancing pre-service teachers' instructional abilities. One such activity that plays a crucial role in skill development is microteaching.

Microteaching is a training approach for pre-service teachers that involves short, targeted teaching sessions. According to Park (2022), the goal

of micro teaching is to provide prospective educators with the professional knowledge, abilities, and attitudes required to tackle the general problems of teaching. Microteaching involves students attempting to become teachers by self-evaluating, creating lesson plans, and learning from their experiences. According to Knight (Yerdelen et al., 2019), micro teaching teaches crucial skills such as how to begin and terminate a session, ask questions, present information, provide feedback, and manage the class. Bagatur (2015) emphasized that microteaching is an organized program with multiple phases and processes in which students may enhance their teaching abilities with the help of a supervisor. Microteaching is predicted to assist prospective teachers in improving their teaching skills (Aimah et al., 2020b). Along with these advantages, microteaching offers a platform for professional development through reflective practice.

Microteaching and reflective practice are intrinsically related because micro teaching provides a controlled environment in which prospective teachers may engage in self-evaluation and reflection on their teaching abilities (Farrelll, 2020). It allows teachers to reflect on their teaching ideas and perspectives, as well as assess their own teaching practice (Farrelll, 2015). Teachers should develop reflective thinking abilities while still in school (Eğmir, 2019). This method allows individuals to critically analyse their performance, identify areas for development, and apply the insights gained from their experiences to enhance their future teaching practices (Farrelll, 2019; T. S. Farrelll & Stanclik, 2021). Performance indicators, such as self and peer evaluation, which reflect pre-service teachers professional skill development, provide an alternative to traditional assessment

methods (Batman, 2021). Hence, reflective practice thus becomes an essential part of making sure pre-service teachers keep improving.

These reflective practices are especially important for pre-service teachers because they lay the groundwork for acquiring the professional skills and critical thinking required for handling real-world teaching issues successfully. Pre-service teachers are students seeking an education degree who use classroom teaching abilities in real-world settings. Teaching practicum is a hands-on educational experience that enables pre-service teachers to use classroom ideas and teaching practices in real-world situations, promoting professional development under the supervision of experienced educators. According to Genc (2016), pre-service teachers develop their own teaching philosophy by applying what they have learnt in their courses to real-world classroom circumstances and students. Pre-service teachers often find it difficult to keep the classroom in order due to their inexperience. Pre-service teachers are stressed by students who talk to friends incessantly while the lesson is in progress, play cell phones in the back of the class, are frequently late for class, make fun of friends, act defiantly, interrupt others, and do not participate in learning activities (Cooper et al., 2011). These difficulties show how important it is to improve classroom management techniques while preparing teachers.

Based on my experience and observation of my friends, many pre-service teachers lack adequate classroom management skills. They frequently exceed the maximum class hour restriction, which reduces the efficacy of learning. Furthermore, several aspects of the lesson plan are not given properly due to a lack

of time management skills. As a result, pre-service teachers must engage in self-reflection in order to enhance their classroom management skills and ensure that the learning process runs smoothly and successfully in the future.

Based on these issues, pre-service teachers may consider the use of micro teaching in the development of classroom management skills in order to improve their teaching abilities. Thus, this research explores how pre-service teachers reflect on their classroom management practices during micro teaching.

1.2 Formulation of the Problem

The purpose of this study is to answer the following question: "How do the pre-service teachers reflect their practices of classroom management during microteaching?"

1.3 Operational Definitions

To avoid difficulties about the term in this study, the researcher provides some definitions related to the study as follows:

1.3.1   **Classroom Management:** According to Wright (2005), classroom management refers to the activities and methods teachers employ to create and maintain an successful education environment, ensuring that sessions run smoothly and minimizing disruptive student behaviour.

1.3.2   **MicroTeaching:** Microteaching is a group activity in teacher-training courses that involves organizing and teaching a brief lesson or portion of a lesson to a group of student teachers. Feedback is provided by the teacher trainer and peers (Richards &

Farrelll, 2011).

1.3.3 **Reflective Practice:** Reflective practice is typically seen as a type of systematic and cyclical inquiry in which educators gather data about their instruction in order to assess, analyze, and interpret their experiences in order to enhance their instruction going forward (Farrelll, 2016a).

1.3.4 **Pre-Service Teachers:** Taneja (2000) defines a pre-service teacher as someone who participates in school-based activities such as field studies, internships, or teaching practice.

1.4 Aims of the Study

This study aims to investigate how pre-service teachers reflect on their classroom management practices during microteaching. The findings of this study can assist pre-service teachers in developing more successful methods to handle classrooms through reflective practice.

1.5 Significances of the Research

1.5.1 **Theoretical Significance:** This research adds to the existing literature on classroom management (Wright, 2005) and reflective practice (Farrell, 2015) in microteaching, particularly for pre-service teachers.

1.5.2 **Empirical Significance:** This study provides an empirical perspective on the self-reflection employed by pre-service teachers to control the classroom during micro teaching.

1.5.3 **Practical Significance:** This research might be valuable for pre-service teachers, lecturers and study program management. During the learning process, the study assists pre-service teachers in evaluating or assessing their own classroom management skills. By offering targeted comments, lecturers can assist or guide pre-service teachers in developing their classroom management skills. Study program management can use these insights to enhance the curriculum and better serve the needs of pre-service teachers.
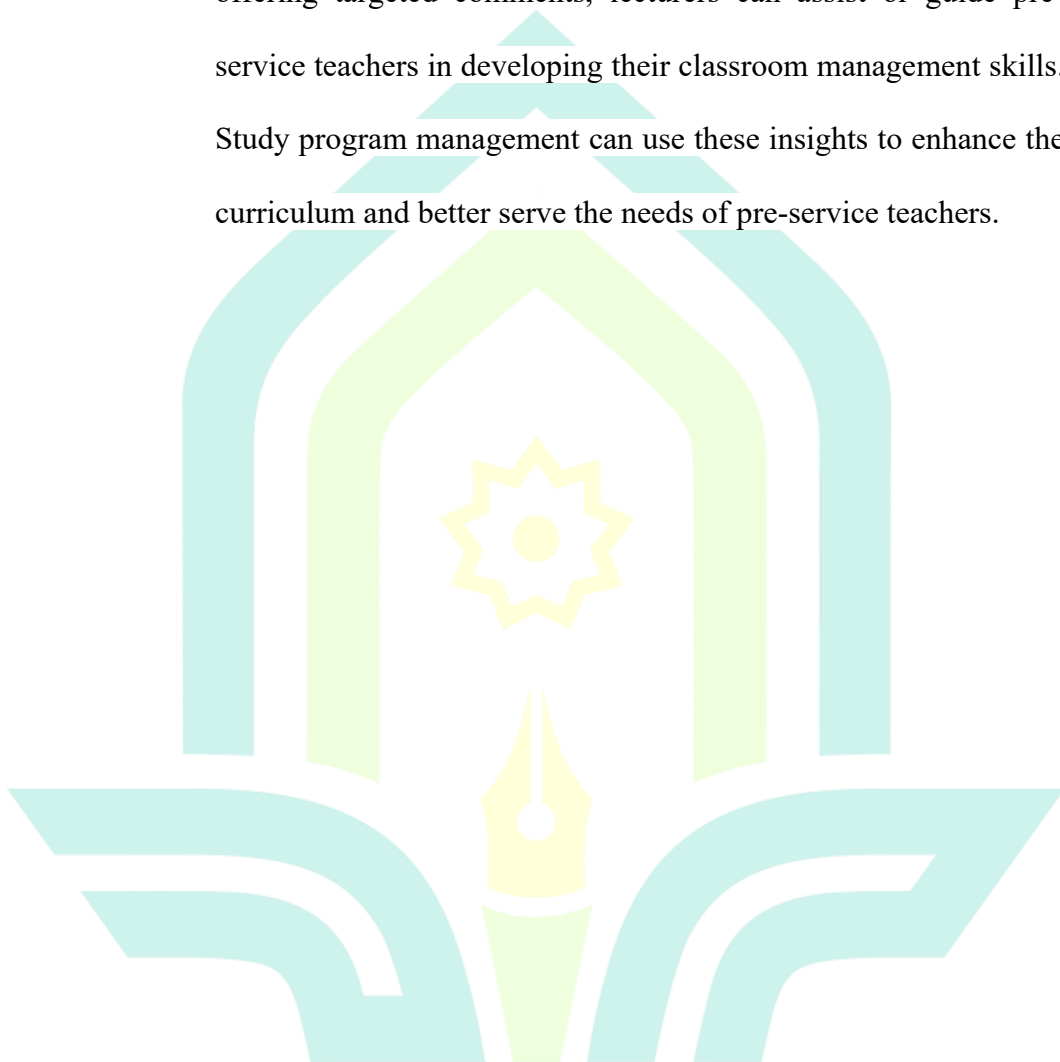
inclusiveness. Their thoughts revealed the growth of moral consciousness and the desire to become transformational teachers who are cognizant of the sociocultural backgrounds of their students. These results point out the benefits of microteaching as a planned, introspective setting for developing professional identity, ethical consciousness, and student-responsive pedagogy in pre-service teacher preparation.

5.2 Recommendations

5.2.1 Pre-service Teachers

The findings of this study can serve as a valuable reference for pre-service teachers as they navigate their micro-teaching experiences. It is recommended that they focus on developing emotional readiness and successful classroom management strategies to enhance their teaching ability. By reflecting on their experiences and implementing the strategies identified in this research, pre-service teachers can improve their ability to manage classroom dynamics, engage students, and create a supportive learning environment. Additionally, practicing time management and adapting lesson plans to accommodate student needs will further enhance their teaching practices.

5.2.2 Faculty Members

The results of this study suggest that faculty members in teacher education programs should enhance the curriculum to better prepare pre-service teachers for the challenges of micro-teaching. This includes offering courses that focus on emotional readiness, classroom

management techniques, and powerful instructional strategies. Faculty should also consider providing workshops and training sessions that emphasize practical skills, such as time management and student engagement strategies. By equipping pre-service teachers with these essential skills, faculty can help them become more competent educators who are better prepared to handle the complexities of the classroom.

5.2.3 Future Researchers

Given that this research has limitation primarily focused on emotional readiness and classroom management in micro-teaching, future researchers are encouraged to explore a wider range of topics related to teaching practices. Areas of interest could include the influenceof different instructional strategies on student engagement, the role of technology in enhancing classroom interaction, and the effects of various classroom layouts on student participation. Additionally, investigating the long-term effects of reflective practices on teaching successfullness could provide valuable insights for teacher education programs. Expanding the scope of research in these areas will contribute to a deeper understanding of productive teaching practices and further support the development of pre-service teachers.

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