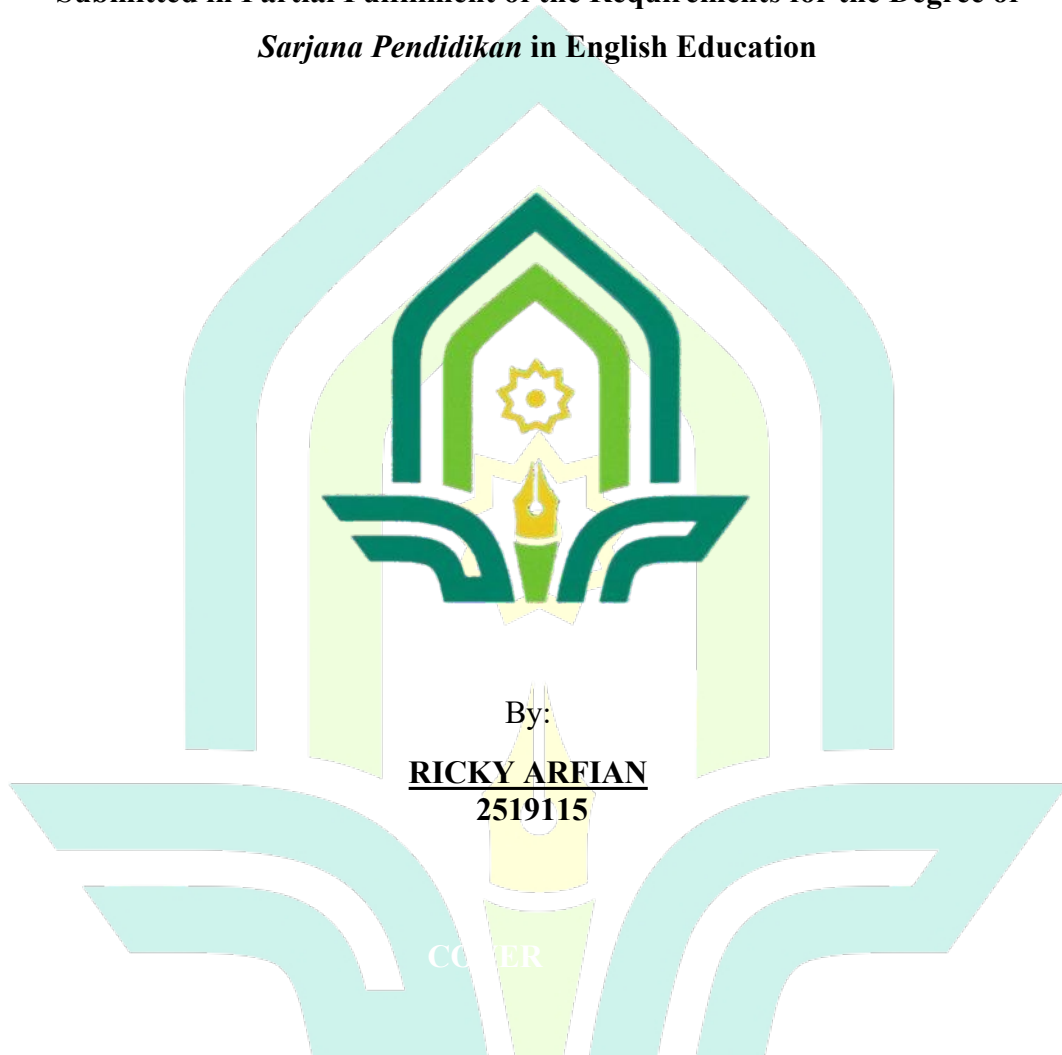


**LECTURER STRATEGIES TO HUMANIZE STUDENTS THROUGH
MICROTEACHING COURSE IN ENGLISH EDUCATION
DEPARTMENT
A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



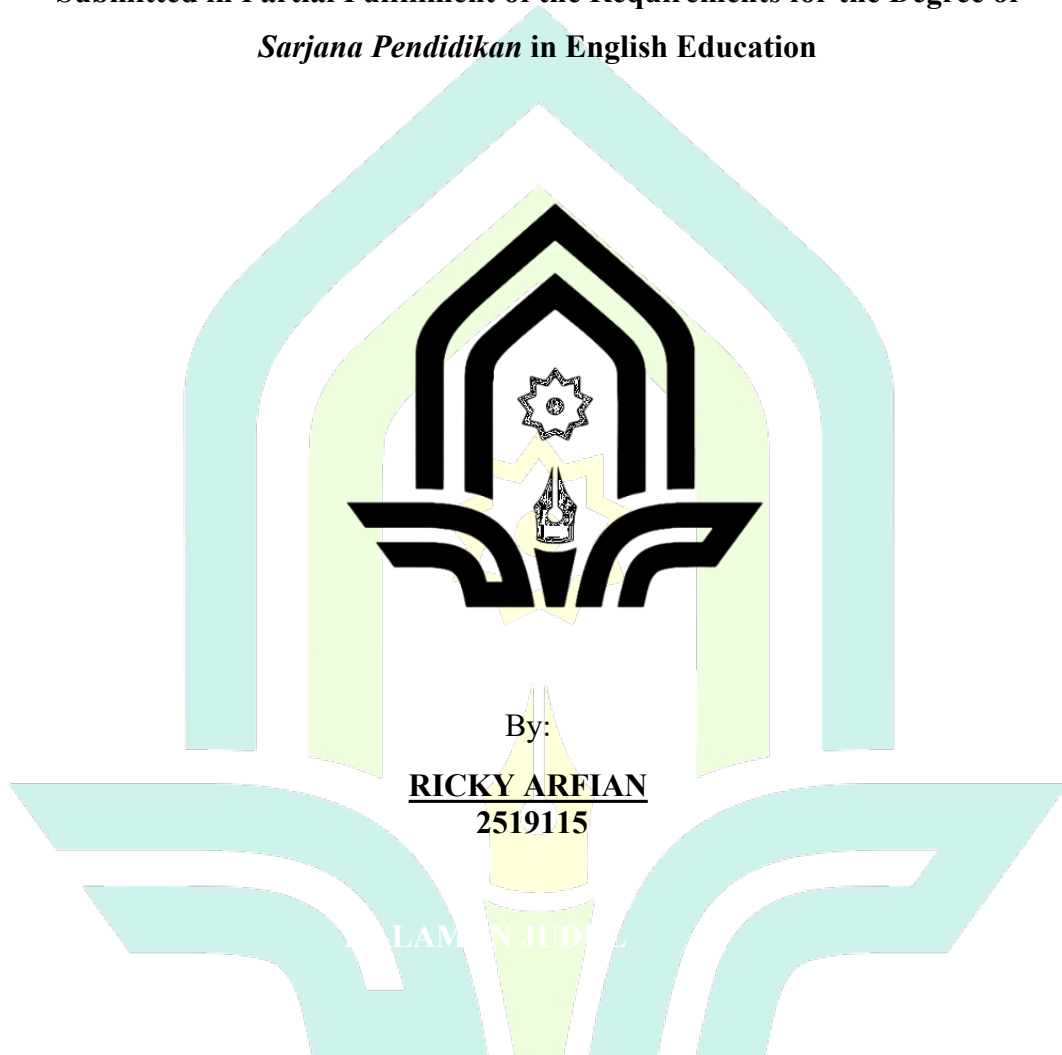
By:

RICKY ARFIAN
2519115

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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THROUGH MICROTEACHING COURSE IN ENGLISH
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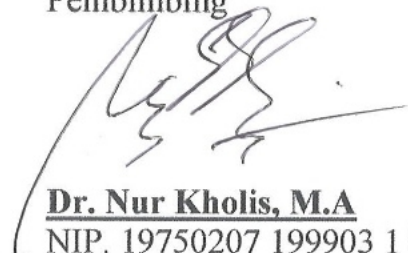
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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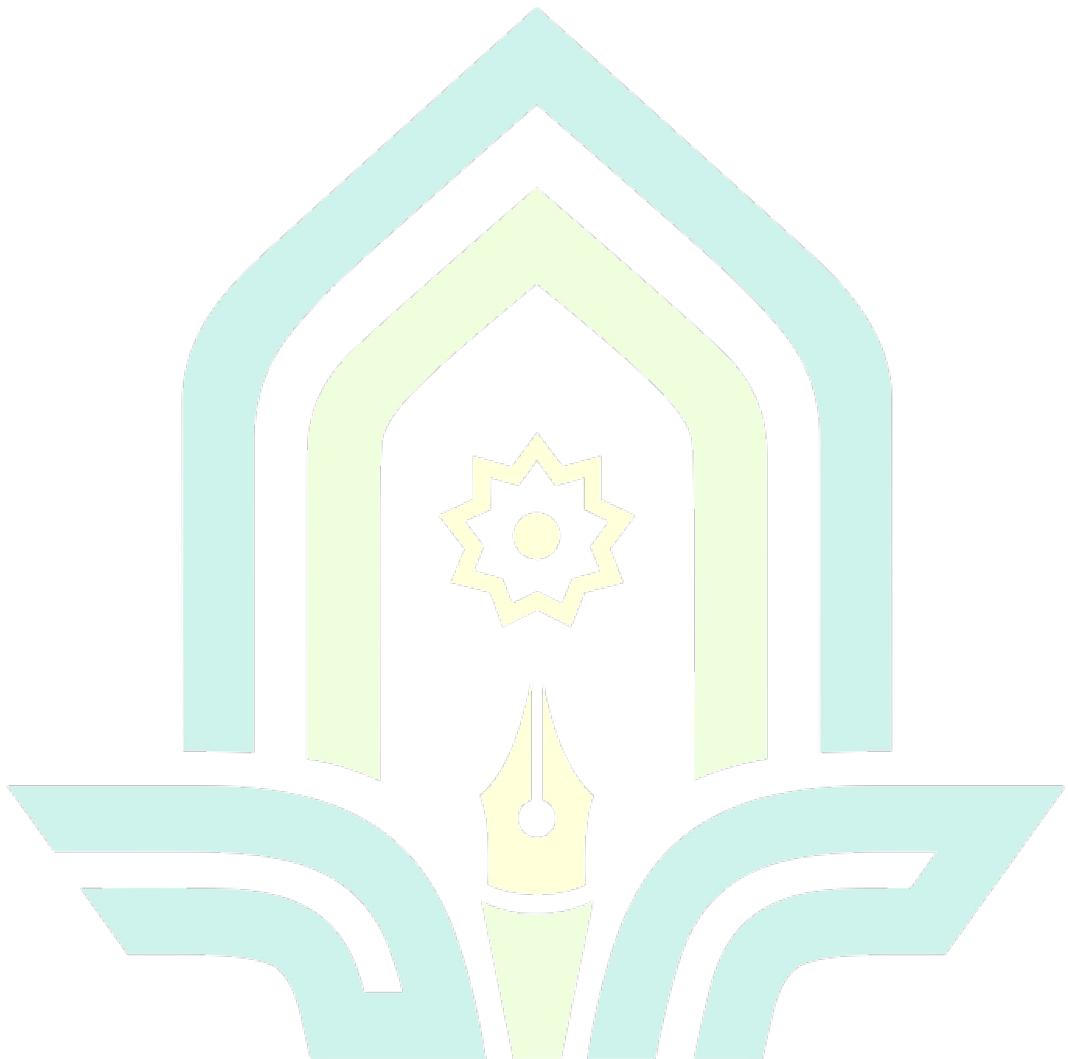
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MOTTO

Hidup Tanpa Rasa Khawatir Adalah Seni Kebebasan.

(Ricky Arfian)



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ABSTRAK

Meningkatnya kebutuhan akan pengalaman pendidikan yang lebih empatik dan inklusif mendorong pentingnya upaya untuk memanusiakan proses pembelajaran, terutama dalam program pelatihan guru seperti mata kuliah microteaching. Namun, kenyataannya masih banyak siswa yang memandang pembelajaran sebagai proses mekanis, tanpa adanya keterlibatan emosional maupun kedekatan personal. Studi ini bertujuan untuk mengeksplorasi strategi dosen dalam memanusiakan mahasiswa melalui mata kuliah microteaching di Jurusan Pendidikan Bahasa Inggris. Pendekatan kualitatif dengan desain naratif digunakan, melibatkan wawancara mendalam dengan satu dosen berpengalaman. Penelitian ini dianalisis menggunakan analisis tematik Braun dan Clarke (2006) dan dipandu oleh teori Pembelajaran Berpusat pada Siswa (SCL) dari Piaget, yang menekankan otonomi siswa, kesiapan perkembangan, dan pentingnya membangun pengetahuan melalui partisipasi aktif. Temuan ini mengungkapkan keterlibatan motivasi melalui refleksi terhadap latar belakang pribadi siswa dan peran masa depan mereka sebagai pendidik, membina hubungan emosional untuk membangun kepercayaan dan keyakinan, mempromosikan pembelajaran mandiri dengan secara bertahap mengalihkan tanggung jawab kepada siswa dengan menggunakan pengajaran teman sebaya yang kolaboratif untuk mengembangkan empati dan keterampilan mengajar praktis, serta mengimplementasikan pengajaran yang berbeda berdasarkan gaya belajar masing-masing siswa. Strategi-strategi ini terbukti menciptakan lingkungan belajar yang mendukung pertumbuhan akademis dan perkembangan emosional. Strategi ini juga meningkatkan rasa tanggung jawab, empati, dan pemikiran kritis siswa, mempersiapkan mereka untuk menjadi pendidik masa depan yang lebih humanis dan efektif. Sebagai kesimpulan, memanusiakan microteaching melalui strategi yang berpusat pada siswa menawarkan jalur holistik untuk membentuk guru yang kompeten, penuh kasih, dan reflektif.

Kata Kunci: *Microteaching, Memanusiakan, Dosen, Strategi*

ABSTRACT

The increasing need for a more empathetic and inclusive educational experience has driven the demand to humanize the learning process, particularly in teacher training programs such as the microteaching course. However, many students still perceive learning as a mechanical process, lacking emotional connection and personalized engagement. This study aims to explore lecturer' strategies in humanizing students through the microteaching course in the English Education Department. A qualitative approach with a narrative design was employed, involving in-depth interviews with one experienced lecturer. The research was analyzed using Braun and Clarke's (2006) thematic analysis and guided by Piaget's theory of Student-Centered Learning (SCL), which emphasizes learner autonomy, developmental readiness, and the importance of constructing knowledge through active participation. The findings revealed motivational engagement through reflection on students' personal background and future roles as educators fostering emotional connection to build trust and confidence promoting self-directed learning by gradually shifting responsibility to students using collaborative peer teaching to develop empathy and practical teaching skills and implementing differentiated instruction based on students' individual learning styles. These strategies were shown to create a learning environment that supports both academic growth and emotional development. They also enhance students' sense of responsibility, empathy, and critical thinking, preparing them to be more humanistic and effective future educators. In conclusion, humanizing microteaching through student centered strategies offers a holistic pathway for shaping competent, compassionate, and reflective teachers.

Keywords: Microteaching, Humanize, Lecturer, Strategies

PREFACE

Praise and gratitude are conveyed to Allah SWT, who has bestowed His grace and blessings, and provided guidance, health, and patience so that the process of writing my thesis titled "Lecturer strategies to humanize students through microteaching course in the English education department" could be completed. This is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Bachelor of Education degree. This study could be completed thanks to the support of kind-hearted people. Therefore, on this occasion, I would like to express my sincere gratitude to the following:

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2. Dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Muhlisin, M.Ag.
3. Head of the English Education Department and the Faculty of Tarbiyah and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A., and Mrs. Eros Meilina Sofa, M.Pd., secretary of the English Education Department and the Faculty of Tarbiyah and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.
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6. My beloved family has provided unwavering support, prayers, advice, and encouragement in writing this thesis.
7. My dear friends have fought alongside me on this journey from the beginning.
8. For myself, self-appreciation for taking responsibility to complete what has been started. Thank you for not giving up and persevering through the ups and downs of life. I am proud of myself!

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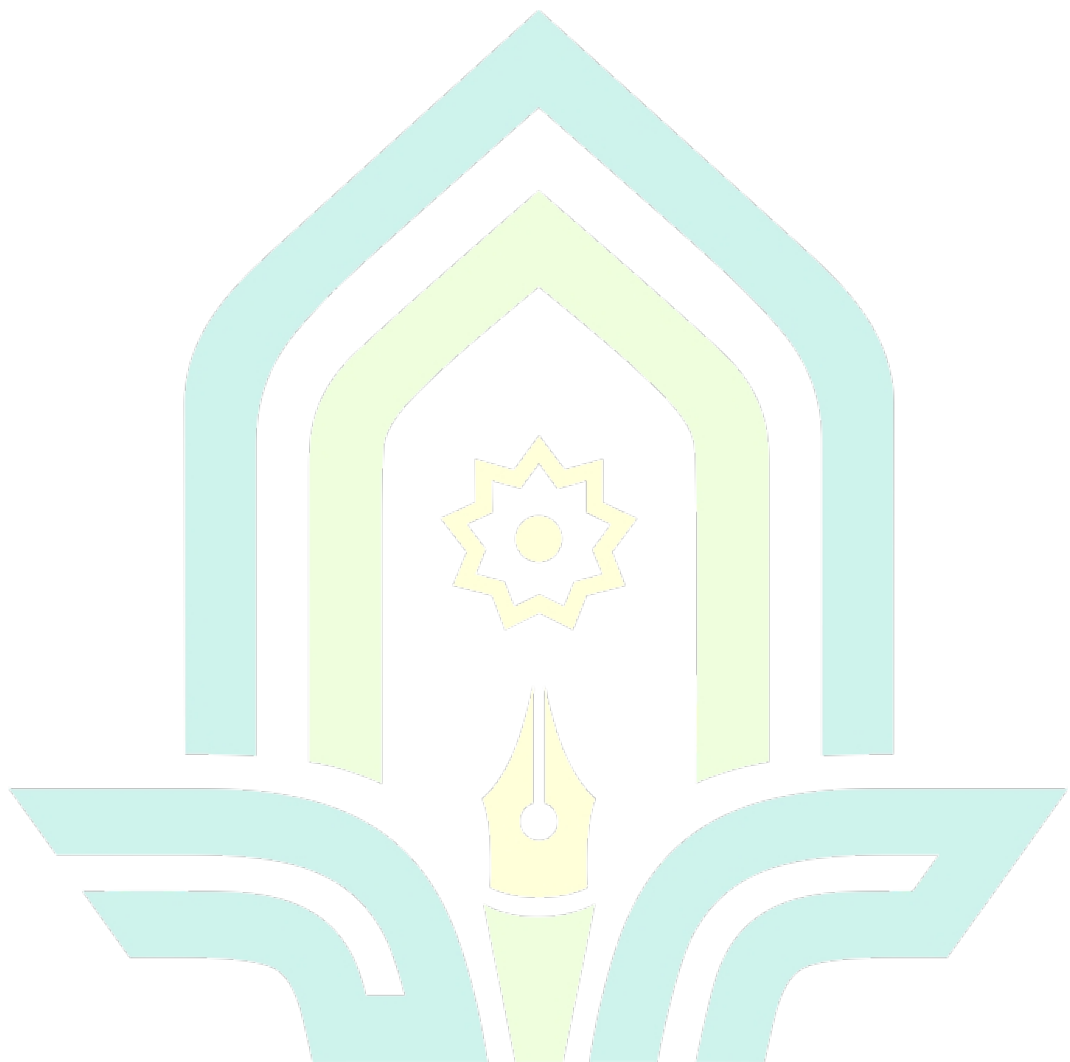


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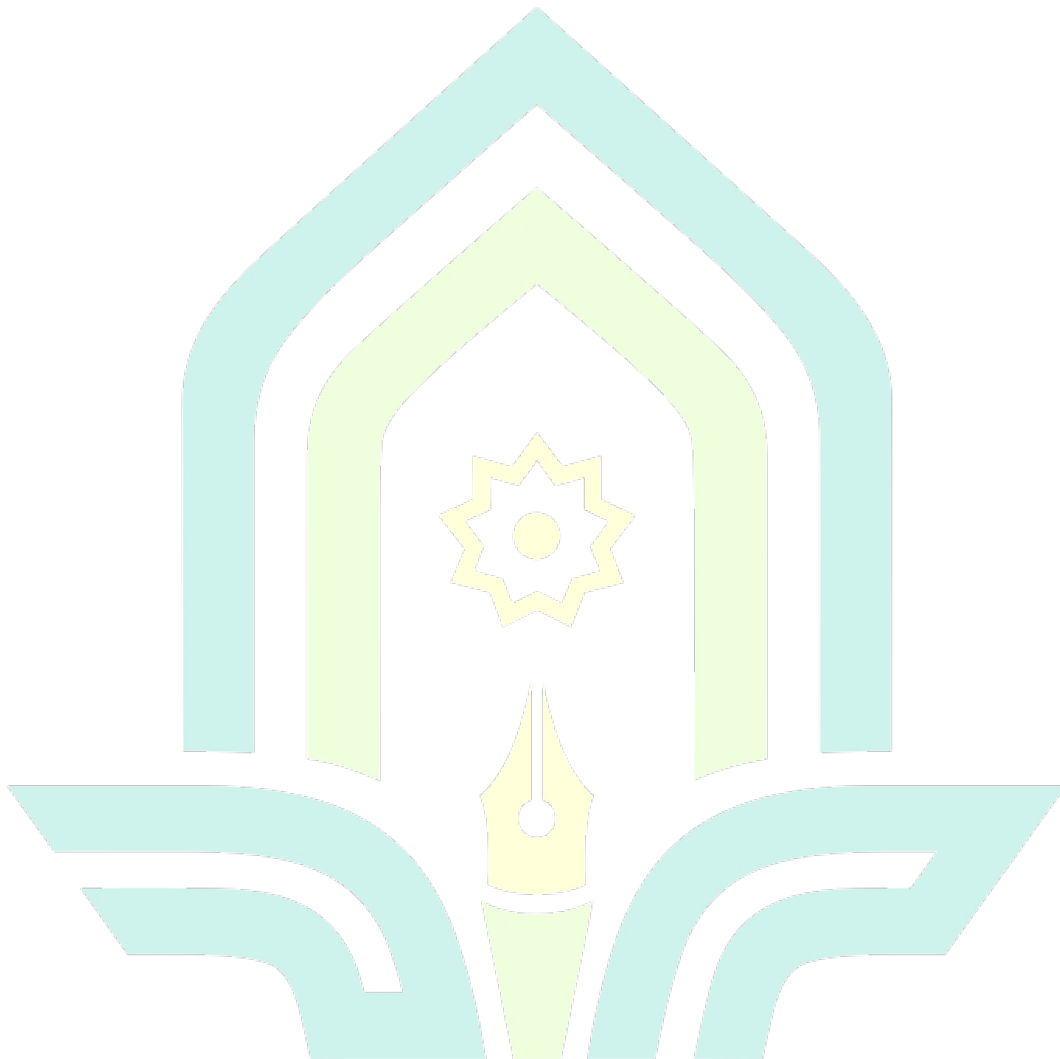
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CHAPTER I

INTRODUCTION

1.1 Background

Education is not just about delivering material, but is a continuous and meaningful process, where students must be actively involved in learning (Dewey, 1986). Emphasizes that effective learning departs from direct experience, where students are invited to think and act through relevant activities. In the context of higher education, Microteaching courses become one of the important spaces for a lecturer to not only teach theory, but also guide students in an active and practical learning process. In this way, a lecturer helps students recognize and develop their potential, so that they not only develop intellectually, but also more practically. Therefore, education is part of life itself, not just a preparation for the future but an experience that shapes students' readiness to face the real world (Dewey, 1986).

As previously mentioned, the best strategies for aspiring lecturer to develop their teaching abilities students who wish to major in education at the Faculty of Teacher training and Education must conduct microteaching as a prerequisite course. Additionally, microteaching is a requirement for students who wish to participate in the teacher preparation course and for their first teaching experience. Students can consequently gain good teaching skills (Buyukkarci, 2014). According to Allen and Eve (1968) Microteaching is a learning approach that blends theory and experience. In order to reach the aim

of becoming competent teachers, which also involves good techniques, micro-teaching is a helpful technique for students to strengthen their teaching skills (Buyukkarci 2014). To achieve goals and support the learning process, a solid approach is required.

Additionally, as previously said, a sound plan is required to support the learning process and accomplish objectives. Learning techniques can be utilized to accomplish a variety of goals when presenting lesson content to students at different levels and in different circumstances, claim Frelberg & Driscoll (1992). Dick and Carey (1990 in Sanjaya, 2007) explain that learning strategies consist of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning objectives. According to them, learning strategies are not only limited to the procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that will be delivered to students. Therefore, microteaching is one way to humanize students as well as a technique to improve teaching skills.

The learning atmosphere in microteaching classes tends to feel more active and directed because a lecturer teaches students according to their level of understanding. For example, when a lecturer teaches two students, one student easily understands the material quickly, while the other student takes more time to understand the material. If there is a student who seems to understand or does not respond properly, then a lecturer will approach the student stating where the thing that is difficult to understand and then a

lecturer reexplains the thing that is not understood with simpler language so that it is easy to understand until the student really understands the learning material. This time, the researcher focus on analyzing what are the lecturer challenges and Strategies to humanize students through the microteaching course is interesting because it allows us to understand the strategies and challenges the lecturer to humanize students through microteaching course in english education departement.

Therefore, the researcher think that the lecturer Strategies and challenges to humanize students through microteaching course is interesting to study. This study aims to investigate what are lecturer strategies and challenges to humanize students through microteaching course in english education departement to achieve this goal. The research uses qualitative methods and the theory employed by the researchers is (SCL) the Students Centered Learning theory, which positions the students as the subject. This study seeks empirical evidence on what are lecturer strategies and challenges in humanizing students through microteaching courses, so the researcher hope this study contribute to our knowledge of effective lecturer strategies to humanize students through microteaching course in english education departement.

1.2 Identification of the Problem

One of the main problems that often arise in Microteaching courses is how a lecturer can humanize students who come from diverse backgrounds, with different characters and levels of understanding. Because Microteaching is a practicum course, students are required to appear confident, think critically, and be pedagogically prepared. However, not all students are at the same level of readiness. Some feel anxious, lack confidence, or even experience difficulties in undergoing teaching tasks during simulations. Under these conditions, the strategies used by a lecturer such as building emotional relationships and providing support tailored to the needs of students greatly affect their success. Therefore, it is important to know what strategies a lecturer uses to humanize students through microteaching courses in the English education department, as well as understand the challenges of a lecturer when implementing these strategies. This is the reason for conducting this case study, which aims to explore lecturer strategies to humanize students through Microteaching courses in the English Education Department.

1.3 Limitation of the Study

This research is limited to examining the interaction between a lecturer and students in the context of a Microteaching course, especially given the time constraints and classroom learning environment that may not always be ideal for fully humanizing students. This research only focused on

the strategies used by one lecturer, and therefore did not include perspectives from other lecturers within the same or different departments. In addition, this study did not attempt to quantitatively measure the effectiveness of the strategies. The study aimed to explore one lecturer's humanist teaching practices and the challenges of implementing such strategies. Acknowledging these limitations, this study remains focused on gaining an in depth understanding of how a lecturer strategies strategy to humanize students through microteaching courses in the English education department.

1.4 Formulation of the problem

1. What are the lecturer's strategies for humanizing students through microteaching course in English education department?
2. What are the lecturer's challenges use those strategies for humanizing students through microteaching course in English education department?

1.5 Operational Definitions

To avoid difficulties, the term used in this research is researcher offers several definitions related to research as follows :

1. Microteaching: Microteaching is a good technique for students to develop their teaching abilities to be able to achieve the goal of becoming a good teacher requires a good strategy as well (Buyukkarci, 2014).
2. Strategy: Strategy as a plan for how to go forward in order to achieve particular goals M. Dahlan (in Febby et al., 2023).
3. Strategies: Strategies are defined as general patterns of teacher and

student activities in the realization of teaching and learning activities to realize the goals that have been set, and they are associated with the learning process (Aswan et al., 2010).

4. Humanize: Humanize means encouraging them to pursue perfection by becoming fully aware of their bodies, soul, ideas, and feelings, as well as their capacity for free will and action (Esther, 2013).

1.6 Aims of the Study

The purpose of this study is to identify the strategies used by a lecturer to humanize students through the Microteaching course in the English Education Department, and to identify the challenges experienced by a lecturer in implementing strategies to humanize students through Microteaching course in the English Education Department.

1.7 Significances of the Study

This study provides some insight as follows:

1. Theoretical Use

Theoretical, this study contribute to SCL (Student Center Learning) theory and support lecturer strategies to humanize students.

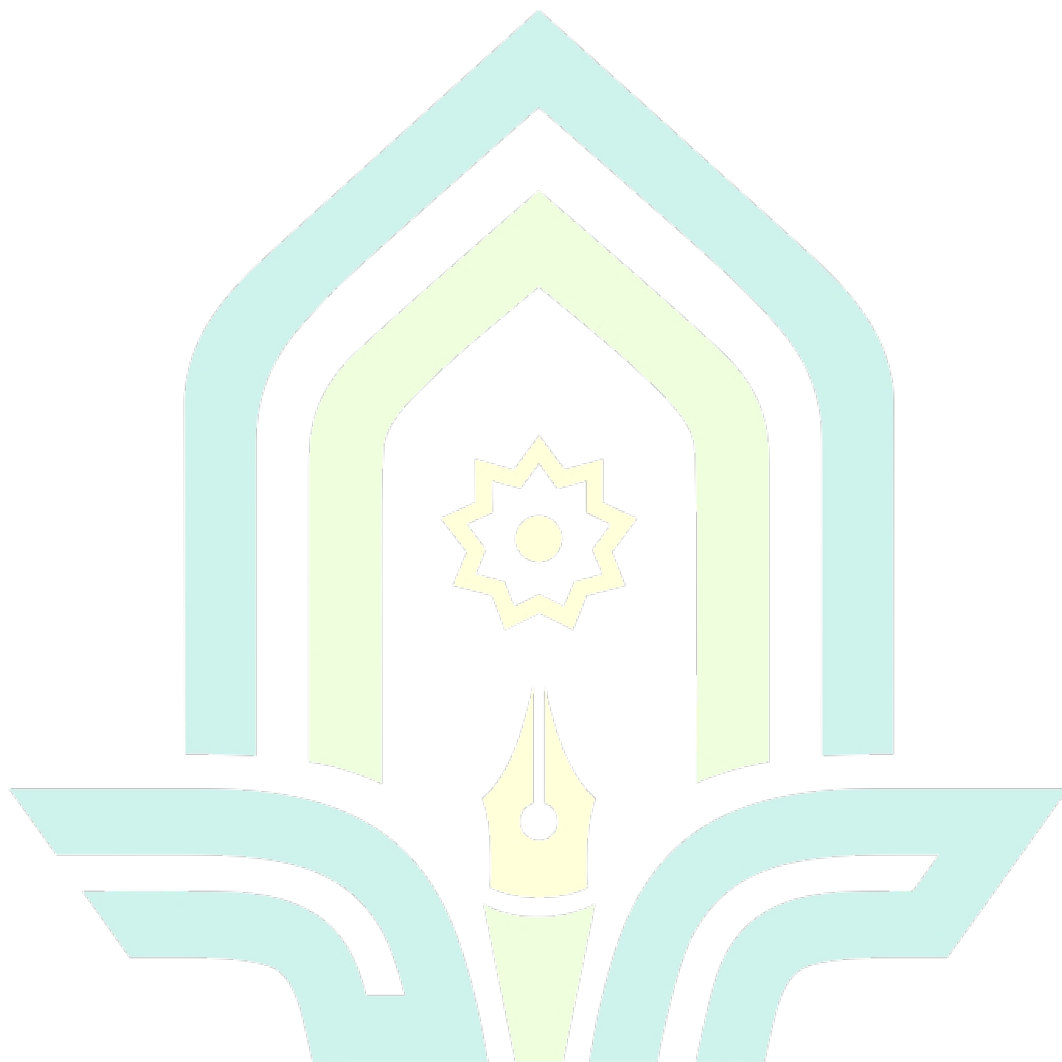
2. Empirical Use

This research also has empirical significance that can help us understand the lecturer strategies to humanize student through microteaching course in english education department.

3. Practical Use

From practical significance, this study helps us understand the

lecturer strategies to humanize student through microteaching course in english education department.



CHAPTER V

CONCLUSION

5.1 Summary The Findings

Based on the findings of this study explore lecturer strategies to humanize students through microteaching course in english education departement. Using Jean Piaget's Student Centered Learning (SCL) as a guiding theory, this study highlights that teaching is not only about delivering material but also about understanding students emotionally, cognitively, and socially. The first research question, *What are Lecturer strategies to humanize students through microteaching course in english education departement?* was answered a lecturer uses various strategies that aim to treat students as unique individuals. Strategies is to provide a different approach to each student according to the learning style, background, and level of understanding. A lecturer also instills the importance of empathy, self reflection, and personal motivation as a prospective teacher. Other strategies include creating a positive class climate through a joint agreement at the beginning of the lecture, giving students the opportunity to choose the topic of teaching simulation, and use peer discussions to build mutual respect. Through this approach, students not only learn teaching theory, but also experience learning that touches their emotional, social, and ethical sides. The second research question, *What are lecturer challenges to humanize students through microteaching course in english education departement?* Was answered a lecturer faces a variety of complex challenges. One of them is the limited time and number of students, which complicate personal interaction

with each student.

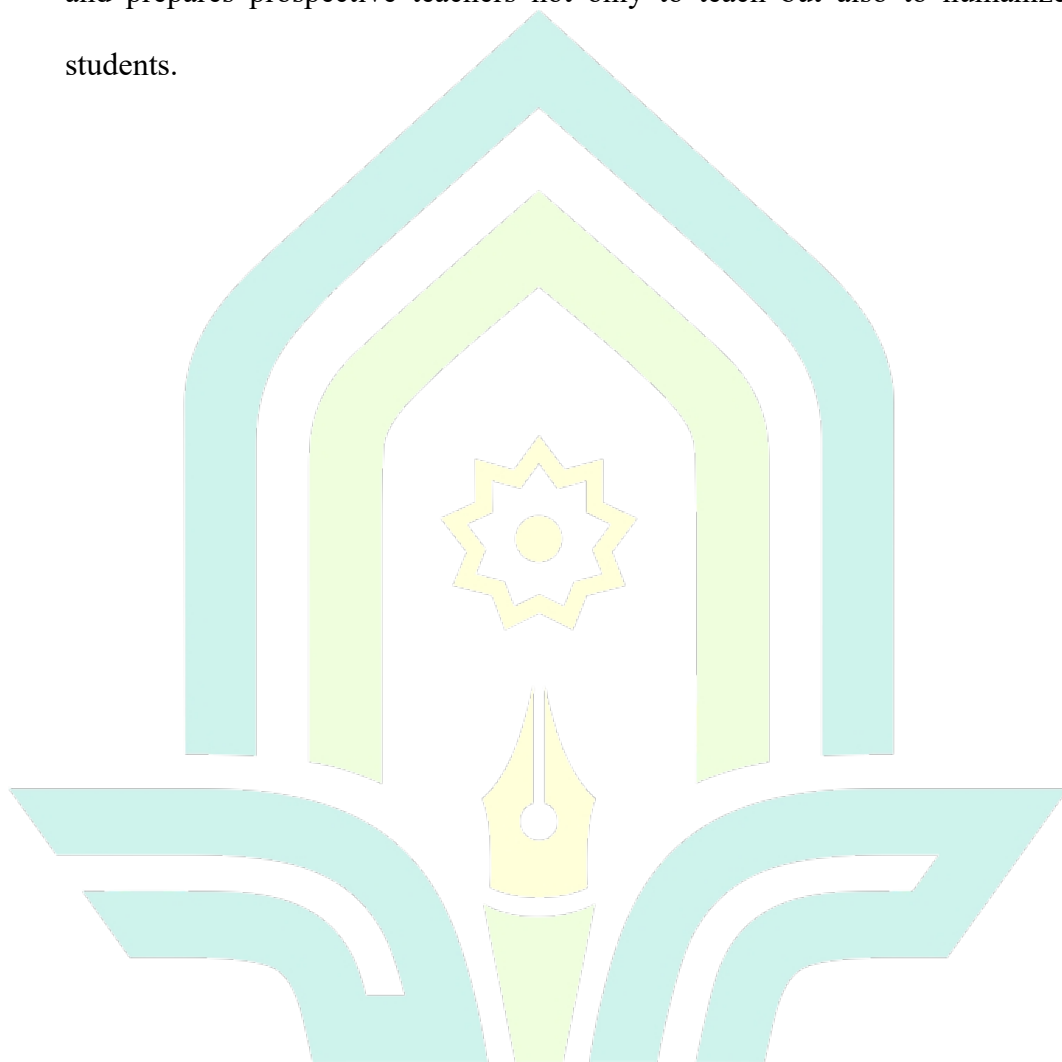
In addition, not all students immediately open to personal approaches some need time to build trust, while others are reluctant to express learning difficulties. Another challenge arises from the education system that is too focused on numbers and values, which unconsciously reduce the essence of learning becomes just an academic target. A lecturer must continue to maintain emotional presence and ethical consistency in situations that often demand compromise. Although full of pressure, lecturers remain committed because they believe that education is not just a matter of values, but the process of forming a whole human being.

5.2 Recommendation

Based on the findings of this study, the researcher suggests microteaching lecturers to utilize these findings as a frame of reference in understanding lecturer strategies to humanize students through microteaching courses in English education department. Lecturers can apply the humanize students approach to create a positive classroom atmosphere, respecting differences in achieving learning goals. so that teachers and students can have emotional closeness that facilitates the learning process.

Based on the findings of this study, the researcher rekomends future research focused on the perspective of not only one lecturer, must involve multiple lecturers and student opinions to gain a more comprehensive picture and explore humanization in other courses beyond microteaching or English

Language Education. Despite these limitations, this study offers valuable insights into how humanistic and student centered strategies can transform microteaching from simply seeking grades into an educational journey that fulfills academic values but is full of compassion, trust, care and mutual respect and prepares prospective teachers not only to teach but also to humanize students.



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