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Transforming Microteaching Using Digital Islamic Picture Story Media

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ABSTRACT

The transformation of microteaching using digital Islamic picture story media, "The Joy of Being Able to Give Alms" was proven effective in increasing student learning activity and instilling character education through stories about characters students know. This study uses a qualitative approach, conducted as a case study on microteaching activities for prospective elementary school teachers in Indonesia. The participants were selected using purposive sampling, which involved interviews, observations, and documentation. The implementation of this microteaching activity used subjects limited to eleven participants, including a) six elementary school students, b) two students of the Faculty of Islamic Studies, University of Muhammadiyah Sidoarjo, c) three validators who were experts in the field of Islamic education and experts in innovative learning media. All data collected was limited to the opinions and experiences of participants. The activities showed that the pedagogical and professional teachers applied 1) meaningful learning, 2) educational interaction, 3) innovative and fun learning, 4) student-centered learning, and 5) instilling Islamic values. The use of digital Islamic picture story media has been proven effective in student learning and instilling character education through stories of characters that students are interested in.

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Keywords:
digital-Islamic-picture-story-media; Islamic-educaton; microteaching; proffessional-teacher

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INTRODUCTION

The development of higher education, especially in managing study programs in the field of education, lies in the professionalism of the organizers and managers and is supported by the entire academic community, referring to the basic provisions of higher education management as outlined in Government Law Number 20 of 2003, which governs the national education system. There are several basic provisions managing higher education. Educational units must meet national education standards, which encompass content standards, teaching and learning processes, graduate competencies, personnel, facilities and infrastructure, management, financing, and educational assessment, all in a planned and periodic manner. Higher education institutions determine policies and have autonomy in managing education in their institutions based on the principles of autonomy, accountability, quality assurance, and transparent self-evaluation. Microteaching is a teaching practice model for prospective teachers that is tailored to the actual context. Teaching contains many actions, including technical delivery of materials, use of learning methods, use of learning media, guiding learning, providing motivation, managing classes, and providing assessments to prepare prospective educators effectively following current and future technological developments (Aptery & Syahroni, 2024; Ikrom et al., 2024; Santi et al., 2024). In addition, microteaching can increase prospective teachers' confidence in teaching (Shofiyyah et al., 2024), strengthen the educational interaction of teachers and students as one of the learning feedback strategies, and reduce the risk of student learning stress in the classroom (García-Moya et al., 2023; Ni, 2025).

Microteaching is a teaching activity situation carried out in a limited time and with a small number of students, typically lasting approximately 30 minutes and involving 20 elementary school students using innovative learning media that have been planned. Microteaching is a simplified form of teaching, where prospective teachers and students are in a limited classroom environment, engaging in learning activities that are directly controlled. This is achieved by using a special room equipped with multimedia monitors, spotlights, and complete recording equipment, which is then recorded directly by the operator. Microteaching is crucial for enhancing the teaching competence of prospective teachers and their self-efficacy (Luo & Li, 2024). However, online microteaching has limitations in terms of involving collaborative roles (Sezaki et al., 2023). Therefore, the competence of prospective teachers needs to be continuously developed by integrating theory and practice through continuous learning, tailored to meet student needs and anticipate future technological developments (Stanciu et al., 2025). Microteaching activities for every student or prospective teacher to meet the demands to be able to position themselves as professional educators who are experts in their fields. Microteaching activities must be well-prepared before they are carried out in the classroom. This is because the learning and teaching process contains many theories related to teaching strategies and the media used. Microteaching activities contain a concept of understanding and mastering basic teaching skills. The study's results demonstrate that lesson study-based microteaching effectively enhances prospective teachers' understanding of collaborative and reflective teaching, enabling them to apply this approach anywhere and anytime without limitations (Sudrajat et al., 2024; Aptery & Syahroni, 2024; Ikrom et al., 2024; Santi et al., 2024).

Using innovative learning media effectively makes the learning environment engaging and enjoyable for students (Samuelsson, 2025). Teaching with gamification offers various challenges and opportunities that can motivate and activate students' learning in the digital era (Song et al., 2025). The use of innovative learning media is constructive and facilitates students' understanding in receiving, processing, and concluding the material delivered by their teachers. Digital learning media is an innovative learning tool that students greatly need to help them learn more easily, flexibly, and without the limitations of distance, space, and time. For this reason, the use and utilization of digital learning media in the era of Society 5.0 address various problems and challenges of the 21st century. The study's results showed that non-interactive teaching, as applied by teachers, proved to be less effective; teacher-led teaching focused solely on the learning context rather than on developing students' potential and activeness in their learning (Sibley et al., 2024). The study's findings revealed a relationship between positive emotional closeness and student learning satisfaction, which was mediated through five core elements: positive emotions of involvement, relationships, meaning, and achievement (Qin et al., 2024). For this reason, teachers' understanding of the cognitive, affective, and psychomotor domains to implement learning activities for their students (Turner & Tour, 2025) towards positive change and transformative that encourage their enthusiasm for lifelong and comprehensive learning (Masuwai et al., 2024; Zhang et al., 2025). Therefore, teachers' experience of teaching using an independent learning approach is needed to create a conducive and non-boring learning environment for students (Whidborne et al., 2024; Boggs et al., 2025). Training programs for developing teacher competencies are essential in the teaching process (Rahden et al., 2025). Teachers need competencies that integrate learning in artificial intelligence (AI) (Kurata et al., 2025; Netland et al., 2025). AI effectively enhances teacher creativity in preparing and utilizing innovative learning media to deliver independent and meaningful learning experiences for their students, thereby reducing student anxiety and boredom in the learning process (Moylan et al., 2025; Mullola et al., 2025; An et al., 2024).

The novelty and contribution of microteaching for Islamic religious education students as future educators lie in the principle of teaching patterns that emphasize Islamic religious education based on

the sources of the Qur'an and Hadith, linking them to real teaching problems deliberately designed in a microform. Therefore, teachers need experience in teaching using innovative learning media, such as digital Islamic picture story media, "The joy of being able to give alms," to create a conducive and engaging learning environment for students. Each prospective teacher or lecturer makes teaching preparations that are then implemented in the learning process, along with the setting of conditions and contexts for real teaching and learning activities. For this reason, educators need to employ cognitive regulation strategies in managing their learning (Bodensteiner et al., 2025) by creating engaging and meaningful learning experiences for their students (Li, 2025). Teacher pedagogy can deliver student learning according to their potential (Wright & Forrester, 2025; Hagenaars et al., 2025; Woodcock & Anderson, 2025). Practical microteaching training and implementation prepares prospective educators' teaching competencies with current and future technological developments.

METHOD

This microteaching activities of prospective elementary school teachers. Data collection techniques using semi-structured interviews (Cresswell, 2022). The interview was conducted on eleven participants, including elementary school teachers and students, in the Sidoarjo district between March 2024 and January 2025. Interviews lasted between 60 and 120 minutes with teachers and students in the school environment. The process of collecting data involves considering subjects who use pseudonyms to ensure the privacy of their identities in the research data. The purpose of disguising research subjects is to prioritize the comfort and privacy of research informants. In each interview, the researcher provided a consent form to the informant to maintain the confidentiality of the data submitted, and the researcher obtained permission to record the interview results. In the first interview session, teachers were asked about their teaching experience in the classroom and what media and learning devices they usually use.

The teacher whether educational interaction with students in each learning activity was necessary and what kind of teacher experience needed to be improved while teaching their students. The researcher then observed the teacher's teaching activities using the learning devices they had. Additionally, the researcher asked the teacher to describe the student's learning difficulties and reflect on potential solutions to address these issues. Finally, the researcher openly conveyed the problem to prospective teacher students to formulate innovative learning media that can be applied to the present and future. Semi-structured interviews were also conducted with students to explore students' needs and desires in learning. In the first interview session, students were asked about their learning experiences and the media and learning devices that teachers typically use in class. The researcher then asked the students what kind of learning media students needed. The researcher then interviewed prospective teachers about why they used digital-based picture story media and the form of validation involving experts in Islamic education materials, media, and learning technology.

There were eleven participants involved. The selection of participants employed purposive sampling, as the participants involved possessed the necessary information, which the researcher determined (Kim et al., 2022). The four participant criteria included: 1) six elementary school students who had high, medium, and low academic achievements in the field of Islamic education 2) two students of the Faculty of Islamic Studies, Universitas Muhammadiyah Sidoarjo, who had received microteaching learning courses, 3) one lecturer teaching microteaching learning courses, and 4) three validators who were experts in the field of Islamic education and experts in innovative learning media. Determining the four criteria involves considering the homogeneity of the sample in terms of its social and economic characteristics. The data collection techniques used are interviews, observations, and documentation. The data analysis technique uses reduction until saturated data is collected. Data collection to achieve saturation was conducted over nearly ten months, involving teacher informants,

students, a team of Islamic education experts, and experts in media and educational technology. Saturated data was obtained from the data triangulation process and research methods (Cresswell, 2022).

Table 1. Participant of Microteaching

Nickname	Experience in Education	Duration of experience
Student Nanda	Nanda is an elementary school student who understands reading well and can relate its meaning to everyday life.	5 years
Student Ammar	Ammar is an elementary school student who has good reading skills but needs teacher guidance in interpreting the meaning of reading about everyday life.	5 years
Student Satria	Satria is an elementary school student who understands reading well and can relate its meaning to everyday life.	5 years
Student Bayu	Bayu is an elementary school student who has good reading skills but needs teacher guidance in interpreting the meaning of reading in relation to everyday life.	5 years
Student Novita	Novita is an elementary school student with not yet fluent reading skills and still needs teacher assistance in teaching and interpreting the meaning of reading related to everyday life.	5 years
Student Dio	Dio is an elementary school student with not yet fluent reading skills and still needs teacher assistance in teaching and interpreting the meaning of reading related to everyday life.	5 years
Teacher Intan	Intan is a fifth-semester student at Universitas Muhammadiyah Sidoarjo who has been given a microteaching learning course and has carried out teaching practices for elementary school students	15 years
Teacher Della	Delia is a fifth-semester student at Universitas Muhammadiyah Sidoarjo who has been given a microteaching learning course and has carried out teaching practices for elementary school students	15 years
Lecturer Ida	Ida is a fifth-semester student at Universitas Muhammadiyah Sidoarjo and has been given a microteaching learning course and has carried out teaching practices for elementary school students.	27 years
Lecturer Imam	Imam is a doctorate-holding lecturer and expert in Islamic Education at the Faculty of Islamic Studies, Universitas Muhammadiyah Sidoarjo.	30 years
Lecturer Nurdyansyah	Nurdyansyah is a doctoral-degreed lecturer and media and learning technology expert at the Faculty of Islamic Studies, Universitas Muhammadiyah Sidoarjo.	25 years

Table 1 shows that Nanda and Satria are fifth-grade elementary school students who have been given Islamic Education subjects, possess excellent reading comprehension skills, and can relate the material to everyday life. Ammar and Bayu are fifth-grade elementary school students who have received Islamic education subjects and possess good reading skills but still require teacher assistance in interpreting the meaning of readings related to everyday life. Novita and Dio are also elementary school students who have Islamic Education subjects. They have reading skills that are not yet fluent and still need teacher assistance in interpreting the meaning of readings related to their everyday lives. The purposive sampling technique in this study, based on the level of subject ability in specific characteristic criteria — high, medium, and low — aims to obtain a valid and in-depth distribution of

research results. The determination of research subjects purposively emphasizes selecting research samples based on consideration of specific characteristics according to the needs being addressed. Thus, the use of purposive sampling techniques can enhance the reliability of the study.

Data collection techniques through interviews, observations, and documentation to obtain data with accurate instrument items. Expert validation of interview question items related to the use of learning media applied by teachers is a priority (Jennings & Yeager, 2025). Interview activities are carried out individually, face-to-face, and online. Experts have validated the interview item instrument used. Online interviews are conducted using the Google Meet application to help save costs, time, and energy during the research process. Based on interviews, observations, and documentation, the data collection results are then interpreted and analyzed in detail. The evaluation and analysis process includes selecting, comparing, reducing, and interpreting research data (Guo et al., 2024). A comparison of research data obtained from each informant for data suitability based on differences in time and location (Al-Thani & Ahmad, 2025). The results of each informant's interview transcripts are used to create categories and identify the raw data obtained. Coding and categorizing data are carried out by assigning codes to facilitate the collection, analysis, and interpretation of data. All data collected was limited to the opinions and experiences of participants only (Lykes et al., 2021). The strategy used by researchers to determine the validity and reliability of data only used specific learning methods: 1) meaningful learning; 2) educational interaction; 3) innovative and fun learning; 4) student-centered learning; and 5) instilling Islamic values.

RESULTS AND DISCUSSION

The study's results showed that participants engaged in meaningful learning activities in everyday life. Students Nanda and Satria, through learning using digital Islamic picture story media "The Joy of Being Able to Give Alms" in the storyline of father and mom, explained to Akif that there are various forms of alms, for example, helping to lend a friend a broken pencil is alms, helping to cross the road for other people is alms, helping to pick up thorns for people's paths is alms and even smiling generously with others is alms. Microteaching activities, such as digital Islamic picture story media, "The Joy of Being Able to Give Alms," can inspire students' enthusiasm for learning by emulating the exemplary morals of the characters in the story. The use of digital picture story media is highly recommended for teachers in their learning process (Smith et al., 2025; Bertella & Tomassini, 2024). Students learning using digital Islamic picture story media, such as "The Joy of Being Able to Give Alms," can increase their interest and engagement in learning activities. With media, students can engage in meaningful learning without being forced by the teacher.

Through illustrated stories, it is effective in instilling good character in students. Students learn about examples of exemplary behavior and noble morals from the storyline, which can lead and influence their behavior to become individuals with noble character (Bertella & Tomassini, 2024). The storyline shows the warmth of a family that applies Islamic values (Maharani et al., 2019). As prospective teachers, Intan and Della also feel that using digital Islamic picture story media helps them teach their students about the habit of commendable morals and meaningful learning experiences that are linked to their daily lives (Rahden et al., 2025). The storyline, which contains examples of exemplary behavior, has proven to be effective and easy for Nanda and Satria to understand, thanks to its combination of pictures and an intriguing storyline. Microteaching activities using learning media enable students to learn without coercion from teachers or other adults; as a result, students learn to apply noble morals in their lives (Kostiainen et al., 2025). Microteaching activities utilizing innovative learning media enable students to learn comfortably and safely without coercion from teachers or other adults. Digital Islamic picture story media, "The Joy of Being Able to Give Alms,"

effectively makes learning a fun tool for students and forms and exemplifies students' noble morals in their lives.

Table 2. Learning Activities

Nickname	Learning in Activities	Duration of Learning
Student Nanda	During class learning activities, Nanda appears happy and enthusiastic as she reads digital Islamic picture story media, "The Joy of Being Able to Give Alms," through digital storybooks on her smartphone.	60 minutes
Student Ammar	Ammar seemed to enjoy spelling in digital Islamic picture story media "The Joy of Being Able to Give Alms," where the letters looked big, making it easier to learn to spell and read each word and sentence, occasionally stopping to look at the pictures and characters of Akif, his father and mother, and sister Yuni, which caught his attention.	60 minutes
Student Satria	Satria seemed happy reading the digital Islamic picture story media, "The Joy of Being Able to Give Alms," and understood the contents of the story very fluently. Occasionally, he stopped while looking at the pictures and characters of Akif, his father, and his mother and sister, Yuni, by turning the digital pages.	60 minutes
Student Bayu	Bayu, in reading digital Islamic picture story media, "The Joy of Being Able to Give Alms," still needs guidance from teachers in spelling each word and sentence. Picture story media attracts Bayu's interest in reading and makes it easier for him to understand the contents of the story well.	60 minutes
Student Novita	Novita, in reading digital Islamic picture story media, "the joy of being able to give alms" still needs teacher assistance in teaching and interpreting the meaning of reading related to everyday life.	60 minutes
Student Dio	Dio, in reading digital Islamic picture story media, "The Joy of Being Able to Give Alms," still needs guidance from teachers and help with interpreting the meaning of the reading about everyday life.	60 minutes

Table 2 shows that Nanda, Ammar, Satria, Bayu, Novita, and Dio are enthusiastic and enjoy reading their books. The digital Islamic picture story media, "The Joy of Being Able to Give Alms," used in educational settings, helps students become accustomed to reading without coercion. Digital Islamic picture story media are used to teach students about the habit of commendable morals and provide meaningful learning experiences that are linked to their daily lives.



Figure 1. Learning Activities with Digital Picture Story Media

The use of digital picture story media is highly recommended for teachers in their learning process (Smith et al., 2025; Bertella & Tomassini, 2024). The story's characters are depicted as such by students (Bertella & Tomassini, 2024). Microteaching activities, such as digital Islamic picture story media, "The Joy of Being Able to Give Alms," can inspire students' enthusiasm for learning by emulating the exemplary morals of the characters in the story. The storyline shows the warmth of a family that applies Islamic values (Maharani et al., 2019). As prospective teachers, Intan and Della also feel that using digital Islamic picture story media helps them teach their students about the habit of commendable morals and meaningful learning experiences that are linked to their daily lives (Rahden et al., 2025).

The study results showed Nanda and Satria's enthusiastic learning activities in reading the contents of the story and actively asking the teacher about the forms of alms explained through exemplary examples that students can apply in everyday life, for example, helping to lend a friend's broken pencil, helping to cross the road for other people, sharing food that students have with those in need, helping to pick up thorns for the safety of other people's roads, always smiling with anyone. Students Ammar and Bayu, when reading and understanding the contents of the digital Islamic picture story media, also looked interactive, asking questions with their group friends, their class teacher, and even students. The research results indicate that teacher technological ability, teacher competence, and parental support have a significant influence on improving student learning outcomes. Teachers must apply student-centered learning practices, individually and in groups, to instill character education and self-efficacy in their students (Cruz et al., 2025; Mathias & Standal, 2025; Kholifatun et al., 2025).

Learning through digital Islamic picture story media, such as "the joy of being able to give alms," is an innovative and joyful learning experience for students (Kostiainen et al., 2025; Ni, 2025). Innovative learning media refers to the learning needs of students and current technological developments. Table 3 shows the students' enjoyable learning activities using digital Islamic picture story media, "the joy of being able to give alms." The observation results show that students look active and enjoy their learning activities.

Table 3. Joyful Learning Activities

Nickname	Learning in Activities	Duration of Learning
Student Nanda	Nanda looked happy and enthusiastic reading the digital Islamic picture story media, "the joy of being able to give alms." He was seen actively asking the teacher and her group members about the types of alms and how to apply them in everyday life.	60 minutes
Student Ammar	Ammar seemed to enjoy spelling activities on the digital Islamic picture story media “The Joy of Being Able to Give Alms” by occasionally stopping to look at the pictures and characters of Akif, his father and mother, and Yuni, which caught his attention and he also listened to the teacher's explanation regarding the types of alms and how to apply them in everyday life.	60 minutes
Student Satria	Satria seemed happy reading the digital Islamic picture story media, "The Joy of Being Able to Give Alms," and starting to read the storybook fluently. Occasionally, he stopped while looking at the pictures and characters of Akif, his father, his mother, and his sister, Yuni.	60 minutes

Nickname	Learning in Activities	Duration of Learning
Student Bayu	Bayu, in reading the digital Islamic picture story media "The Joy of Being Able to Give Alms," still needs guidance from the teacher. The digital Islamic picture story media, "The Joy of Being Able to Give Alms," attracted Bayu's interest in reading and made it easier for him to comprehend the story's contents well.	60 minutes
Student Novita	Novita was seen actively asking and answering questions from the teacher and his friends in his study group. Novita's looked more active and confident when asking and answering questions from the teacher and his friends.	60 minutes
Student Dio	Dio seemed to enjoy spelling activities by occasionally stopping to look at the pictures and characters of Akif, his father and mother, and Yuni, which caught his attention, and he also listened to the teacher's explanation regarding the types of alms and how to apply them in everyday life.	60 minutes
Teacher Intan	Intan is a fifth-semester student at the University of Muhammadiyah Sidoarjo who applies microteaching learning to elementary school students using digital Islamic picture story media, "the joy of being able to give alms." Intan's teaching activities are made easier, and her students become happier and enjoy their learning activities in class.	60 minutes
Teacher Della	Delia is a fifth-semester student at the University of Muhammadiyah Sidoarjo who has been given a microteaching learning course and has carried out teaching activities that are made easier by using illustrated story media, and her students become more active in asking questions to the teacher and their groups.	60 minutes



Figure 2. Joyful Learning with Digital Picture Story Media

The learning activities of students Nanda and Satria were observed as they enthusiastically read the story's contents and engaged in educational interactions with their friends and teachers. The images presented along with the storyline enable students to explore their ability to answer various questions independently and responsibly (Maharani et al., 2019). The use of learning media in the form of comics has proven effective in facilitating the delivery of messages interspersed with

humorous elements for students (Bertella & Tomassini, 2024; Fogwill & Manataki, 2024; Tanaka et al., 2024). The role of the Father and Mom in the illustrated story media can bridge the educational interaction of students in learning the values of goodness according to Islamic guidance (Boo, 2025). Students can learn to take meaning while learning exemplary values (Wright & Forrester, 2025; Masuwai et al., 2024).

The study results show that learning using digital Islamic picture story media, "The Joy of Being Able to Give Alms," has proven effective as an innovative and enjoyable learning (Kostiainen et al., 2025; Tanaka et al., 2024; Ni, 2025). The learning activities for students involved reading stories with their group members. Students Ammar, Bayu, Novita, and Dio, whose reading skills are still not fluent, also enjoy their reading to the end. Teaching activities using digital Islamic picture story media are learning environments that facilitate student-centered learning interactions. The educational interaction in question provides students with the freedom to actively learn alongside teachers, fellow students, and learning media, facilitating an understanding of the material presented. The teacher who taught using digital Islamic picture story media, "The Joy of Being Able to Give Alms," stated that students became more engaged in reading the story and asking questions about various aspects of their lives (García-Moya et al., 2019; Mullola et al., 2025).



Figure 3. Student-centered Learning with Digital Picture Story Media

Students can learn independently and responsibly to take meaning while applying exemplary values (Maharani et al., 2019). The evaluation results of the student learning activity and understanding show a significant increase, with images that are easy to understand and have exemplary educational value for students' lifelong learning. Learning using digital Islamic picture story media, "The Joy of Being Able to Give Alms", is a learning tool that emphasizes the instillation of Islamic values. The entire academic activity process implemented at the University of Muhammadiyah Sidoarjo refers to Islamic values sourced from the Al-Quran and Al-Hadith as well as the provisions formulated as the core values of UMSIDA (Uswah, Mandiri, Sinergi, Integritas, Dinamik, Amanah) to emphasize the instillation of students' religious values which are formed through exemplary examples and good habits (Hamdan et al., 2024). Students can learn to take meaning and, at the same time, apply exemplary values (Smith et al., 2025). Intan and Della also felt that using digital Islamic picture story media helped optimize their students' educational learning interactions. Validator Imam Fauji provided input on instilling Islamic values, exemplified by simple actions, through exemplary examples and student habits in everyday life, sourced from the Qur'an and Hadith.

CONCLUSION

The findings of this study, which utilized digital Islamic picture story media, "the joy of being able to give alms," have been proven effective in improving student learning and instilling character education through stories of characters that students are interested in. The use of digital Islamic picture story media, "the joy of being able to give alms," has proven to create a comfortable and enjoyable learning environment and accommodate student-learning interactions. Through the media, students learn and emulate role models, applying them in everyday life. For this reason, teachers and prospective teachers need to reflect on each of their teaching activities and integrate them with innovative learning media, taking into account current technological and information developments. Using digital learning media in schools encourages independent learning and lifelong learning. Innovative learning media bridges the use of multimedia needed in education.

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