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Teachers Perceptions of Microteaching and Its Conceptual Implications for Early Childhood Education: A Phenomenological Study

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ABSTRACT

Educational transformation requires enhancing the professionalism of early childhood education (PAUD) teachers, one approach being microteaching training to develop fundamental teaching skills. However, microteaching is often perceived primarily as a technical exercise, which does not fully align with early childhood learning practices that are relational and developmentally oriented. This study explores PAUD teachers' understanding of microteaching skills and their conceptual implications for the quality of early childhood learning. A qualitative approach using Interpretative Phenomenological Analysis (IPA) was employed. Six PAUD teachers were purposefully selected as participants. Data were collected through semi-structured interviews and classroom observations, and thematic analysis was conducted systematically, including coding, pattern identification, and validation of themes across participants. Trustworthiness was ensured through triangulation, member checking, and peer debriefing. The findings revealed four main themes: microteaching as non-internalized knowledge, experiential learning and community of practice, the gap between microteaching simulations and the realities of early childhood learning, and relational pedagogy in practice. The results indicate that teachers often perceive microteaching as a primarily technical exercise, whereas early childhood education requires relational, reflective, and contextually grounded pedagogical competencies. This study contributes novel insights into how microteaching is interpreted in practice, highlighting both conceptual and pedagogical implications for teacher training and professional development in early childhood education.

Keywords: *Microteaching, Pedagogical Misconceptions, Early Childhood Education, Relational Pedagogy*

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INTRODUCTION

Educational transformation places the professionalism of early childhood education teachers as a key factor in improving the quality of early childhood education services. The quality of learning is highly determined by the teacher's ability to design and manage learning experiences that are in accordance with the characteristics of child development (Dittert, et

al., 2021). Pedagogical competence serves as the foundation for effective teaching, encompassing the ability to understand children's development, design developmentally appropriate learning activities, and manage meaningful learning interactions (Basri et al., 2023).

Microteaching is widely employed as a strategy to train basic teaching skills through small-scale simulations, allowing structured practice, observation, and reflection to help bridge the gap between pedagogical theory and classroom practice (Park, I., 2021; Msimanga, 2021). However, in teacher education practice, the development of pedagogical competencies is often reduced to technical skill mastery, which does not fully capture the complexity of classroom learning, particularly in early childhood contexts. Microteaching is typically carried out in controlled, focused exercises that may produce procedural skills but are less contextualized to the relational realities of the classroom (Rasmawan, 2021). Therefore, strengthening a more contextual and reflective design of teacher pedagogical training is essential to enhance PAUD teachers' professionalism and responsiveness amid educational transformation demands (Thangaraju et al., 2023). Although microteaching is designed to bridge theory and practice, this approach tends to fragment teaching practice into discrete skills, potentially undermining relational and adaptive pedagogical competence (Iliasova et al., 2025).

A conceptual gap exists between idealized microteaching practices in campus settings and the complex realities of classroom learning. Microteaching exercises are short, controlled, and focused on selected teaching skills, serving as approximations for prospective teachers before they engage in actual classrooms (Purwanti et al., 2024; Hanum, (2021). However, evidence suggests these exercises often differ from real classroom conditions, which are shaped by social interaction dynamics, diverse student characteristics, and complex management demands (Ryan et al., 2025). This discrepancy is particularly prominent in early childhood education, where learning involves spontaneity, emotional expression, and highly differentiated experiences that cannot be fully represented through microteaching simulations (Zulfikar et al., 2020).

Alternative educational settings, such as Montessori or international schools, further highlight these differences due to unique pedagogical philosophies, teacher roles, and interaction patterns (Marshall, 2017). These contextual realities demonstrate the potential for misconceptions in microteaching, where it may be interpreted primarily as a technical exercise, whereas early childhood learning requires relational, adaptive, and contextually grounded pedagogical competence. Misconceptions in this study refer to incomplete or reductive understandings of microteaching, particularly when technical teaching skills, pedagogical competence, and relational competence are discussed interchangeably without operational clarification.

Although microteaching has been extensively studied, most research focuses on technical skill mastery and performance evaluation, leaving limited exploration of teachers' subjective interpretations and the relevance of microteaching to relational and development-based learning (Farida et al., 2024). To understand how teachers interpret microteaching experiences in professional practice, a phenomenological approach was employed. This approach allows for investigation of the lived experience and meaning-making processes of

teachers, which cannot be captured through purely quantitative measures. It also informs the development of interview protocols and analytical categories within the IPA framework, linking literature review insights to the study design (Wijayanti et al., 2024).

Based on this rationale, the study aims to explore the dimensions of teachers' understanding of microteaching in their professional experience and how these interpretations are reflected in actual classroom practices. By identifying microteaching as a potentially reductive pedagogical construct and analyzing its implications for learning practices, the study provides empirical grounding to the urgency of examining these misconceptions. The research contributes explicitly to theoretical understanding, highlighting relational pedagogy and contextual pedagogical competence as central constructs, while positioning the findings against prior phenomenological and reflective pedagogy studies to establish novelty and analytical contribution.

RESEARCH METHODOLOGY

Research Design

This study uses a qualitative approach with an Interpretative Phenomenological Analysis (IPA) design to understand in depth how PAUD teachers interpret their experiences related to microteaching skills in professional practice. IPA was chosen because it allows exploration of teachers' subjective meanings and lived experiences, focusing on pedagogical interpretation rather than measuring behavioral outcomes, which aligns with the study's objective of understanding the conceptual and relational aspects of teaching compared with other qualitative methods such as narrative inquiry or grounded theory.

Participants and Sampling

Participants consisted of six PAUD teachers who were selected purposively based on having at least two years of teaching experience and prior participation in microteaching training. Consideration was also given to diversity in terms of institutional background and pedagogical orientation to enhance the contextual richness of the findings. Detailed participant profiles were documented to support transferability and interpretative depth. Data saturation was monitored to ensure sufficient coverage of experiences and themes.

Data Collection

Data were collected through semi-structured interviews conducted for 45–60 minutes to explore teachers' experiences and meanings of microteaching, as well as classroom observations to understand the implementation of teaching skills in early childhood education settings. Observational findings were integrated with interview narratives to inform theme development during the IPA process. The development of interview questions was guided by a literature review and preliminary field observations. The researcher served as the primary research instrument, directly involved in data collection, analysis, and interpretation.

Data Analysis

Data analysis followed the stages of Interpretative Phenomenological Analysis (IPA), including repeated reading of transcripts, initial noting of significant statements, development

of emerging themes, and cross-case analysis to identify shared and unique meanings across participants' experiences. This process enabled the exploration of teachers' interpretations of microteaching skills, misconceptions, and their implications for early childhood learning practices.

Trustworthiness and Ethical Considerations

The trustworthiness of the study was ensured through credibility strategies, including source triangulation and member checking. Dependability was maintained through an audit trail documenting key methodological decisions, while confirmability was strengthened through researcher reflexivity and reflective notes throughout the research process. Ethical procedures included obtaining informed consent from all participants and ensuring confidentiality and anonymity. These measures enhanced the rigor and transparency of the study and supported the operationalization of key constructs such as technical teaching skills, pedagogical competence, relational competence, and contextual pedagogical competence..

RESULTS AND DISCUSSION

Results

Based on a phenomenological analysis of data obtained through in-depth interviews and learning observations of six PAUD teachers from various early childhood education institutions, this study identified variations in teachers' interpretations of microteaching skills with meaningful implications for classroom learning practices. The analysis involved identifying important statements from participants, grouping the meanings of teachers' experiences, and compiling essential themes that capture their understanding and implementation of microteaching in practice. Four main themes emerged: (1) microteaching as knowledge that is not systematically internalized, (2) the dominance of experiential learning and community of practice, (3) the tension between microteaching simulations and the reality of early childhood learning, and (4) the orientation of relational pedagogy in learning practice. These themes illustrate the dynamics of meaning that lead to misconceptions of microteaching skills and highlight their implications for the quality of early childhood learning.

Microteaching as Knowledge That Is Not Systematically Internalized

The findings show that most teachers have experience with microteaching in the context of formal education and training, but this understanding is not fully internalized in learning practices. Microteaching is more perceived as theoretical and procedural knowledge that is not directly connected to real classroom dynamics. WL, a teacher of the Kindergarten B group at Bumi Nusantara Montessori Kindergarten, revealed that teaching knowledge is indeed obtained from lectures, but when applied in practical learning, the conditions in the classroom are different from those learned in microteaching, *"Initially of course from lectures because of my educational background from PAUD, but when practiced in the classroom, it turned out that theory alone was not enough, in fact I learned a lot from direct teaching experience in the classroom."*

In addition, NHI, an early childhood education teacher, also revealed that microteaching skills cannot be applied rigidly in learning because they must adapt to the

conditions of the classroom and the character of the child, *"The ability of microteaching skills needs to be updated because we as teachers cannot be shaky and must also be adjusted to the place and learning."* These findings show that microteaching does not yet function as a contextual learning experience, but is still at the level of theoretical knowledge that needs to be adapted in real learning practice.

The Dominance of Experiential Learning and Community of Practice

The development of teaching skills for PAUD teachers is more obtained through The development of teaching skills for PAUD teachers is largely acquired through direct classroom experience, interaction with colleagues, and observation of other teachers' practices. This process indicates that professional learning occurs both contextually and socially. NR, Principal of Assaadah Global Islamic School, revealed that teaching skills are gained from field experience and learning from senior teachers by observing their teaching practices: *"I learned a lot from field experience, I also learned from senior teachers, observing the way they manage the classroom, communicate with children, and solve problems in the classroom."* In line with that, Sisca, Deputy Principal of Sunshine Montessori, also explained that the development of teaching skills is carried out through joint reflection activities after learning: "At the beginning before entering learning we can have a briefing or after teaching to evaluate together."

Observations showed that teachers actively adjusted learning strategies based on previous teaching experiences. These findings suggest that hands-on experience and community of practice play a dominant role in developing teachers' pedagogical competencies compared to formal training such as microteaching.The thematic structure was derived through a systematic coding process, moving from individual meaning units to cross-case synthesis. Emergent themes were reviewed for consistency, and divergent or contradictory experiences among participants were noted and analyzed to enhance analytical rigor. This approach ensured that the interpretation of teachers' experiential learning and community practices was both transparent and reflective of the variation in participant perspectives.

The Tension between Microteaching Simulation and the Reality of Early Childhood Learning

The findings show a gap between the simulative microteaching experience and the real learning practice in the dynamic and complex early childhood classroom. In microteaching, learning is carried out in a structured situation, while in real practice teachers face classroom conditions that are not always in accordance with the learning plan. WL, a teacher of the Kindergarten B group at Bumi Nusantara Montessori Kindergarten, revealed that when microteaching theory is applied in the classroom, the learning conditions do not always go according to plan because of the diverse character of children, *"When practiced in class, it turns out that theory alone is not enough, I learn how to deal with children with different conditions and characters."* In addition, NHI, an early childhood education teacher, also added that teachers must be flexible in learning because children's conditions can change at any time, *"We as teachers cannot be sacred, we must also be adjusted to the place and learning."* The observation results showed that teachers often made spontaneous adjustments to learning strategies such as changing learning activities, using games, and ice breaking to restore children's focus. This

shows that the complexity of early childhood learning cannot be fully represented through microteaching simulations.

Relational Pedagogical Orientation in Learning Practice

In learning practice, PAUD teachers emphasize the importance of emotional relationships and meaningful interactions with children. Learning does not only focus on delivering material, but also on trying to create a safe and fun learning atmosphere. NHI, an early childhood education teacher, revealed that the most important skill in teaching early childhood is to understand the characteristics and development of children so that learning can be adjusted to the needs of children, "*The skills of knowing children, characteristics of children, child development are the most important, if we do not know the characteristics of the child we will find it difficult to determine the right learning.*" In addition, NR, the Principal of Assaadah Global Islamic School, also explained that the way teachers communicate greatly affect children's involvement in learning, "*The way of speaking, intonation, and teachers' attitudes greatly affect children's involvement.*" The results of the observation showed that teachers used various strategies such as circle time, educational games, physical activity, and providing positive reinforcement to build children's involvement. These findings show that the pedagogical practices of PAUD teachers are relational, adaptive, and contextual.

The Essence of Microteaching Skills Misunderstanding

Based on these four themes, this study shows that teachers' experience in interpreting microteaching skills is not fully understood as contextual pedagogical practice, but rather as a technical teaching exercise that is procedural. In early childhood learning practice, teachers face more complex pedagogical demands that are not only related to technical teaching skills, but also involve the ability to build emotional relationships with children, understand children's characteristics and development, and flexibly adjust learning strategies according to classroom dynamics. Thus, the essence of the phenomenon in this study shows that the misconception of microteaching skills lies in the understanding that reduces microteaching as a technical teaching exercise, while early childhood learning practices demand more complex pedagogical competencies that are relational, reflective, adaptive, and contextual.

Discussion

Microteaching is generally understood as the exercise of basic teaching skills on a limited scale, focusing on technical skills such as opening learning, explaining material, asking questions, and providing reinforcement. Consequently, learning in microteaching tends to emphasize technical performance rather than pedagogical reasoning, which is central to teachers' pedagogical competence. From the perspective of Pedagogical Content Knowledge, teaching competence involves not only technical skills but also the ability to understand student characteristics, learning contexts, and to make reflective pedagogical decisions in classroom situations (Dittert, et al., 2021). However, studies show that microteaching often still prioritizes evaluating teaching performance and mastery of basic skills, and therefore has not fully developed prospective teachers' reflective and contextual pedagogical abilities. This indicates a tendency for misconceptions, where microteaching is interpreted primarily as an

exercise of technical teaching skills rather than as a complete pedagogical learning process involving reflection, classroom interpretation, and pedagogical decision-making.

Teacher competence develops more effectively through hands-on classroom experience, reflection on teaching practices, and interaction within professional communities than through formal training such as microteaching. Experiential learning theory emphasizes that professional learning occurs through real experience followed by reflection and subsequent practice, making direct experience a primary source in forming teachers' professional competencies. The concept of community of practice further supports this, as teachers learn socially through peer discussions, observation of others' practices, and joint reflection activities, which play a crucial role in improving competence and performance. Research also shows that professional learning communities provide collaborative spaces for teachers to share experiences, solve problems, and develop reflective pedagogical practices in a sustainable way (Park, I., 2021; Sudrajat, et al., 2024). Therefore, microteaching should be reconstructed as a reflective and contextual professional development process rather than merely a technical exercise.

Microteaching is a simplified simulation conducted in controlled settings to train discrete teaching skills. In practice, it emphasizes more on procedural knowledge, while real classrooms require teachers to make dynamic, context-specific pedagogical decisions. As microteaching emphasizes technical skill practice, it cannot fully replicate the complex and unpredictable realities of early childhood education, where learning involves emotional interaction, play, and dynamic child behavior. Teachers need flexibility, improvisation, and adaptability skills that are not fully developed through standard microteaching exercises (Samuelsson, et al., 2022).

Early childhood education requires relational, child-centered pedagogy that supports holistic development, emotional interaction, and play-based learning. Teachers act as facilitators, building relationships with children, adjusting learning to developmental stages, individual characteristics, and socio-cultural context. Therefore, procedural microteaching skills alone do not sufficiently represent the pedagogical competencies required in early childhood classrooms, which demand relational, reflective, and adaptive decision-making (Sezaki, et al., 2023).

This study positions microteaching as a pedagogical construct with the potential for misconceptions in PAUD teachers' professional practice. It contributes conceptually by showing that microteaching should be reconstructed as a reflective and contextual process bridging theory and practice rather than merely a technical teaching exercise. At the same time, procedural teaching skills developed through microteaching can still positively contribute to pedagogical development if integrated with reflective and experiential learning.

CONCLUSION

This study shows that early childhood teachers' understanding of microteaching develops primarily through classroom experiences, reflection on learning practices, and interaction within teacher communities. The findings revealed four main themes, namely microteaching as knowledge that is not systematically internalized, the dominance of experiential learning, the gap between microteaching simulations and classroom realities, and

the orientation of relational pedagogy. These themes indicate that microteaching is often understood as technical teaching skills, while early childhood learning requires relational, reflective, adaptive, and contextually grounded pedagogical competencies. Therefore, microteaching in early childhood teacher education should be developed as a reflective and contextual practice that integrates teaching simulations with real-world experiences, highlighting theoretical implications for relational pedagogy in professional development and the design of microteaching programs, while exercising caution in generalizing the findings beyond similar educational contexts.

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