

A LEARNING MODEL FOR REFLECTIVE MICRO-TEACHING IN A HYBRID EFL CLASSROOM: NEED ANALYSIS

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Abstract: It is essential for graduates of education study program to possess proficient pedagogical skills. This is an important skill for prospective teachers in meeting the demands of the 21st-century learning, where technology has become an instrument that is used on a daily basis in the field of education as well as in the field of industry. Therefore, this study responded to the need for a program that develops a reflective learning model to offer pedagogical improvement for prospective teachers in dealing with technological devices in a hybrid micro-teaching classroom. A qualitative study was conducted through questionnaires and interviews to find out students' and lecturers' perspectives on whether a reflective micro-teaching model in a hybrid EFL classroom should be developed. The participants of this study were 57 seventh-semester EFL who had taken the Micro-Teaching subject and 4 lecturers who taught the subject. Data analysis was carried out by calculating the average response scores from the questionnaires and conducting thematic analysis on the interview data. The findings indicated that reflective micro-teaching should be implemented in a hybrid EFL classroom, as perceived by both lecturers and prospective instructors.

Keywords: learning model, reflective micro teaching, hybrid classroom

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INTRODUCTION

Pedagogical competence, a fundamental skill for any teacher, refers to the ability of an educator to manage a classroom in such a way that the learning objectives can be achieved. According to the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, pedagogical competence involves the ability to manage students' learning. The competencies of teachers vary depending on the subject matter and educational level, as outlined in Law No. 16 of 2017. The qualifications for subject teachers include: 1) understanding the characteristics of students, 2) mastering learning theories and principles of effective education, 3) developing relevant curricula for the subjects taught, 4) conducting instructive teaching, 5) utilizing information and communication technology for learning purposes, 6) facilitating the development of students, 7) communicating effectively with students, 8) assessing the process and results of learning, 9) using assessment and evaluation

results for learning purposes, and 10) engaging in reflective practices to enhance the quality of teaching. Meanwhile, pedagogical skills encompass communication skills and mastery of pedagogical techniques such as self-management, interaction, and collaboration (Ikromova, 2020).

To have teachers with excellent pedagogical competences, micro-teaching should be an important subject of teacher education institutions such as Faculty of Teacher Training and Education. By having this, prospective teachers will have confidence and teaching skills which can strengthen their character and teaching style (Donnelly & Fitzmaurice, 2011). Micro-teaching facilitates prospective teachers to build confidence, receive support, and feedback by providing opportunities for them to experiment among peers (small components) of the planned learning (Kimaro et al., 2021).

Micro-teaching is a series of teaching practice activities conducted by teacher candidate. According to Subur (2022), micro-teaching is an experimentation activity for students to practice and is a functionalization of previously acquired competencies. Meanwhile, Agustin (2017) states that a micro-teaching class refers to teaching practice activities involving 3 to 10 students with a duration of 5 to 20 minutes.

Micro-teaching in the English education program is usually conducted in the third year or when students are in their sixth semester. It is a mandatory course designed to introduce students to the fundamental concepts of teaching skills such as questioning skills, reinforcement, creating variations, explaining, opening and closing classes, classroom management, teaching individuals and groups, as well as guiding small and large group discussions. In this class, students are also required to practice these fundamental teaching concepts. To prepare for their practical application, students learn to create instructional tools such as lesson plans, teaching materials, worksheets, and assessments.

Micro-teaching at the Faculty of Teacher Training and Education (FKIP), Sriwijaya University, is typically conducted conventionally in regular classrooms (not laboratories) with approximately 8 students. However, it has not yet fully involved students from both junior and senior high schools in practical activities to their maximum potential. Reflective activities are already part of this micro-teaching, but they have not been well-organized and integrated into classroom activities. Technology has also been frequently used in micro-teaching classes, for example, in creating video practice sessions.

The Covid-19 pandemic that occurred from 2020 to early 2022 had a significant impact on the changing patterns of micro-teaching classes. During that time, learning activities were conducted both online and offline. Students engaged in asynchronous concept where learning sessions were done through the Learning Management System (LMS) and synchronous sessions using virtual meeting platforms such as Big Blue Button, Google Meet, or Zoom Meeting. They first studied the materials through the LMS, participated in discussions, or learned independently. During face-to-face sessions, students could further discuss the concepts they had learned and then practice teaching. This blended learning approach, which combines online and offline methods, introduced a new tradition in shaping the micro-teaching class activities. As we enter the post-pandemic era, this blended learning model presents an opportunity to enhance the integration of technology in teaching (Firdaus & Astutik, 2021), thereby contributing to the

improvement of pedagogical skills among future English language teachers at the Faculty of Teacher Training and Education (FKIP), Sriwijaya University.

However, the implementation of micro-teaching with a blended learning approach is still not carried out systematically. To date, there is no standardized guide or procedure for conducting such learning, especially reflective micro-teaching in a blended class environment, let alone in a hybrid class that combines face-to-face and online learning activities simultaneously in one session or at the same time. Bringing its concept, offline and online learning, independent learning, instructors' involvement, digital assessment, support for learners, and peer interaction are characteristics of hybrid classroom (Hockly, 2015, 2018; Hockly & Dudeney, 2018 in Turmudi, et.al., 2023). Though the forms of Hybrid Learning can be asynchronous and synchronous, instructors must be able to put balanced portions for both. Therefore, to provide better guidance in the use of hybrid learning, a learning model might need to be designed.

Based on the explanation above, it is highly demanded to see the needs of the development of a reflective micro-teaching model in a hybrid class environment in details. The hope is that the needs analysis results can utilized to have further stages in the development research. In short, the research question is formulated as follows: a). how lecturers see the needs of a learning model for reflective micro-teaching in a hybrid EFL classroom? b). how students see the needs of a learning model for reflective micro-teaching in a hybrid EFL classroom?

METHODOLOGY

Design and Procedure

The research method chosen for this study is qualitative study which focuses on need analysis. Therefore, in this study, qualitative data were collected to achieve the following research objectives: to identify participants' perspective or their agreement on developing a model for reflective micro-teaching in hybrid classroom. In other words, a needs analysis was conducted through a need assessment to determine why the development of a reflective micro-teaching model in the hybrid classroom is necessary.

Site and Participants

This study was conducted at the Faculty of Teacher Training and Education, Sriwijaya University, specifically in micro-teaching class. The micro-teaching course is offered to fifth-semester students with a credit count of 2 credits. The aim of this course is to introduce students to the basic concepts of teaching skills and allow them to practice these concepts. To support the smooth implementation of practice sessions, they also learn to create simple lesson plans that guide them in conducting their practice. They also learn how to create simple lesson plans that will serve as a guide for them when they practice, ensuring that practice sessions run well.

The participants in this research were students who took the micro-teaching course in the second semester of the academic year 2022/2023. The total number of participants is 74, consisting of 9 males and 65 females from English education program. Meanwhile 4 lecturers teaching micro-teaching subject also participated and they were 2 female and 2 male lecturers with varied teaching experience.

Data Collection and Data Analysis

In this study, data were collected through questionnaires and interview. The questionnaires were designed in two question types, open-ended and closed-ended. The questionnaires were given to students and lecturers to address their view about developing learning model for reflective micro teaching in hybrid classroom. The questionnaire consists of 32 items which were categorized into several aspects such as experience or teaching procedure, opinion, challenges and expectations. To complement the need analysis stage, interview was also conducted with students participants. The purpose is to have a deeper understanding on the need of developing hybrid reflective micro-teaching. Before distributing questionnaire and having interview, both instruments were given to two lecturers to assess their relevance to the research objectives. These instruments were modified based on the feedback from the validators.

Following the research procedure, the data from the questionnaires were analysed by calculating percentage of respondents' responses. Meanwhile, data from interview sessions were analysed following the procedure suggested by Creswell (2012). This procedure includes data organization, reading, data description, data classification, and interpretation. Reading, describing, and classifying data were conducted through thematic analysis, where trends in ideas, topics, and patterns of meaning can be identified.

FINDINGS AND DISCUSSION

Findings

Lecturers' Questionnaire Analysis

The questionnaire was filled out by 4 lecturers with varied teaching experiences and ages. Two of them are female lecturers aged 63 and 38 with teaching experience 36 years and 10 years. There were 32 items that have been responded by the students, and they were analyzed as follows.

Instructor's Teaching Procedures in Micro-Teaching Course

To conduct further analysis of Micro-reflective classroom model, researchers need to see previous activities done in micro-teaching classroom. The first aspect questioned was about how the lecturer ran their classroom.

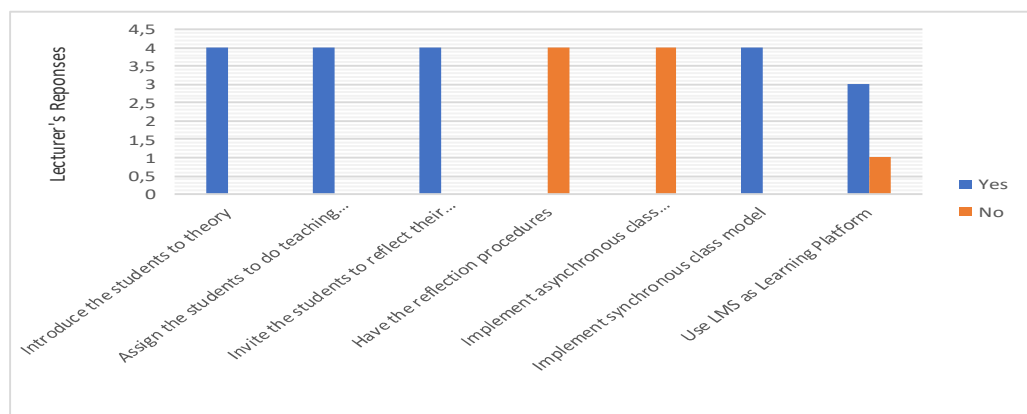


Figure 1. Instructor's Experience in Micro-Teaching Course

In Figure 1, it can be inferred that all classes were introduced to the teaching theories prior to the students' practice. The syllabus, semester program, course description, and eight teaching skills were among the materials introduced, along with other important topics. After completing the theoretical sessions, all lecturers assigned the students to do teaching practice. The data indicates that 100% of the respondents followed this process. The students had the opportunity to engage in teaching practice simultaneously, within 2-4 times throughout the semester. Furthermore, all lecturers invited their students to reflect on their teaching practices with their peers in the classroom. Unfortunately, as indicated by the 100% of 'no' responses in Figure 1., clear guidance or procedures were not provided for these reflective sessions. Therefore, the classroom activities for these reflective sessions varied based on each lecturer's preferences. Lecturer 1 only conducted reflection through classroom discussion. Lecturers 2 and 3 explained that the students began with their self-assessment related to their teaching practice, followed by peer assessment, and concluded with the lecturer's comments and insights. Meanwhile, Lecturer 4 asked the students to make a self-reflection video. In addition, all activities were done synchronously, which means students and teachers met each other, whether in the classroom or virtual meetings. None of the lecturers implemented asynchronous classroom learning for their previous microteaching classroom. To enhance the students learning experience, three lecturers used LMS, while one lecturer did not use it.

Instructor's Perspectives on Teaching Procedures Applied

The next aspect questioned was the instructor's perspectives on the classroom activities and procedures they have done for the previous semester.

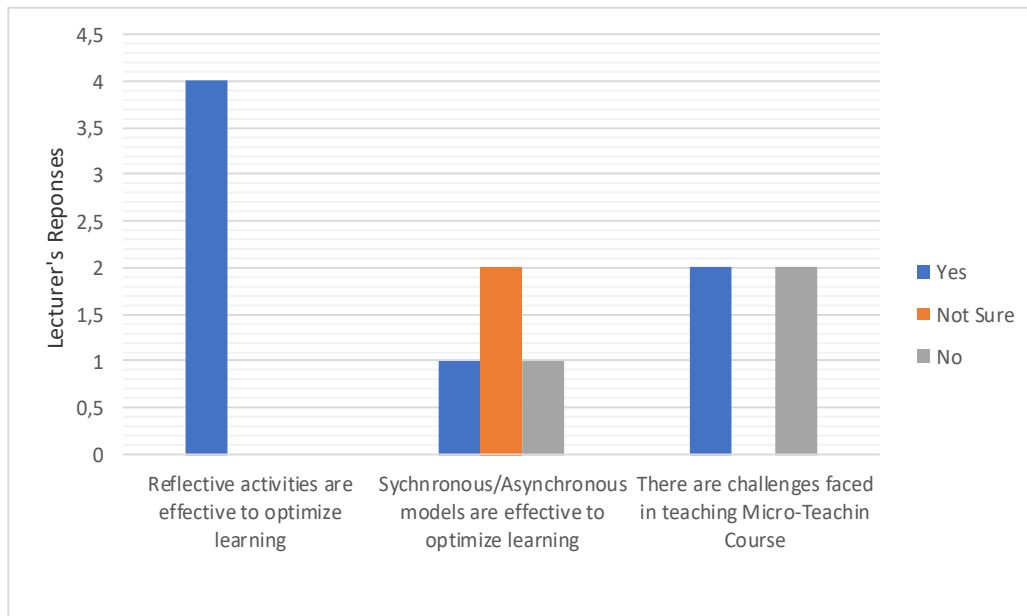


Figure 2. Instructor's Perspective in Micro-Teaching Classroom Procedures

The data (in Figure 2) shows that 100% of the respondents agree on the effectiveness of reflective activities to optimize classroom learning. Several reasons for its effectiveness include (1) students can identify their teaching shortcomings and

improve them, (2) students receive real feedback from their peers and lecturers, and (3) students engage in self-evaluation to gain a better understanding of what is correct or wrong. However, the lecturers have different opinions about the effectiveness of asynchronous and synchronous models to optimize learning. One lecturer found it effective, two were unsure, and one claimed it was not effective. The lecturers also expressed varying opinions about challenges faced during the Micro-Teaching class. Two lecturers reported no problems, while the other two stated they faced challenges. One of the mentioned problems was students' pedagogy knowledge and competencies. Additionally, the limited times was a challenge for the class because the students did not have enough time to practice the eight teaching skills comprehensively.

Instructor's Insights about Future Micro-Teaching Class Procedures

The lecturers were also asked about the future needs or plans for their micro-teaching class procedures. In Figure 3., all lecturers agreed that the reflection activities are needed in Micro-Teaching learning, especially during teaching practice. Moreover, the micro-teaching course learning conducted in a hybrid/blended format needs specific guidance. Therefore, there is a need to develop a reflective learning model for Micro-Teaching classes that incorporates both synchronous and asynchronous hybrid/blended learning. For this point, all lecturers agreed due to some reasons, which are (1) to add students' learning model experiences, (2) to standardize the process of teaching and learning of Micro-Teaching course, (3) to respond the development of hybrid and blended learning trend.

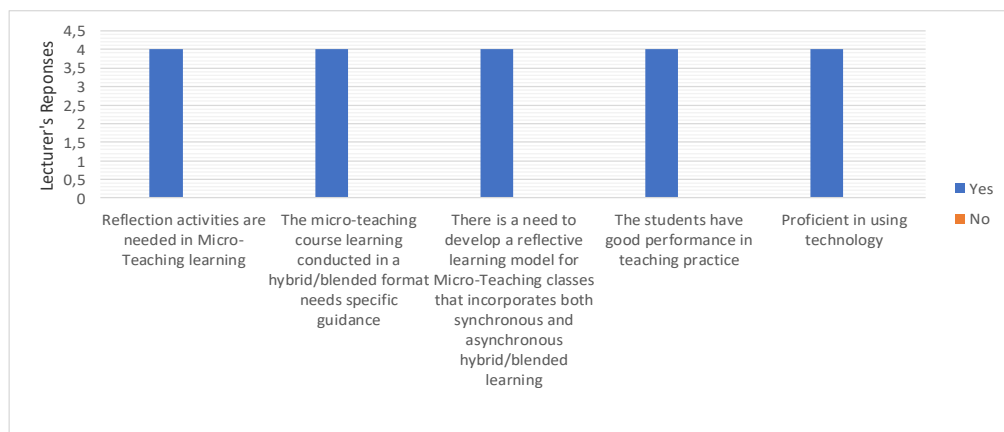


Figure 3. Instructor's Insights about Future Micro-Teaching Class Procedures

Thus far, the educational instruction in Micro-Teaching Class has been exclusively derived from the textbook, covering topics such as eight teaching skills, syllabus, semester program, lesson plan, assessment and evaluation, and digital media. Therefore, in developing the learning model, the lecturers suggested having those topics discussed. Hopefully, the current achievements of the students can be further improved. As depicted in Figure 3., all lecturers claimed that the students performed at a 'Good Level' in teaching practices. They were also proficient in using technology.

Points such as classroom management skill, administering hybrid/blended learning, teaching fundamentals, and skill of managing a classroom discussion were highlighted for the students' improvement and learning model development. Another important aspect noted by the respondents was the need to involve school students as the target of instruction in the micro-reflective learning model developed. So, the students can get an authentic-classroom situation in practice session. As it was known, the current target audiences of teaching practices were merely the students' classmates. See Figure 4 for the details.

Finally, the researchers can conclude that there is a significant need for a micro-reflective learning model tailored for hybrid classes. Such a model is crucial in assisting students in enhancing their pedagogical skills. Lecturers hope the model can help them have better teaching simulation and reflection for students, both in-class and virtual room learners.

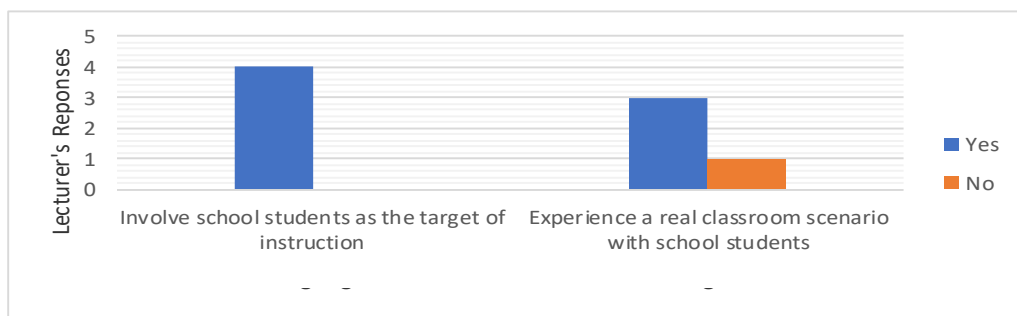


Figure 4. Instructor's Insights about Future Micro-Teaching Class Procedures

Students' Questionnaire Analysis

A total of 57 students (6 male and 51 female) voluntarily participated as respondents in the questionnaire, all of whom were enrolled in the micro-teaching course during their last semester. Their age ranges from 20 to 21 years old. The survey instrument, comprising 32 thoughtfully crafted items, was disseminated through Google Form.

Students' Experiences on Micro-Teaching Course

Aligned with the instructors' responses, 100% of the students also answered that they have teaching simulations or practices. In these sessions, they played the role of an English classroom teacher, while their peers participated as students. However, the frequency of these simulations varied among respondents, ranging from never to more than five times. Further details can be found in Figure 5.

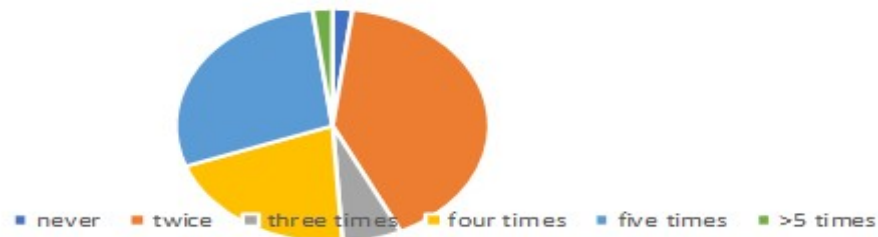


Figure 5. Students' Teaching Practice Experiences

Predominantly, students engaged in teaching practices twice within a semester. However, notable variations were observed, with 14 students and 10 students reporting their participation in practices 3 to 4 times. Remarkably, one student mentioned having more than 5 practice sessions in a single semester. Regrettably, the researchers identified one student who did not have the opportunity to partake in simulations. This limitation was attributed to time constraints and the substantial class size.

In the Micro Teaching class, students engaged in a series of activities designed to develop their basic teaching skills. The learning process began with self-preparation, a sense of delivering content, and strategies. The learning process covers various aspects, including presentation of materials, lesson plans, assessment instruments, and teaching practice. Activities are carried out through two types of procedures, namely offline and online meeting.

Student 2 explained, "In Micro Teaching, we are explained and guided in preparing for teaching inside the classroom, starting with internal preparation such as self-presentation and the sense of delivering material. This is followed by learning strategies that must follow procedures and not deviate from the rules of micro-teaching class. Additionally, there is learning about class control, preparation of teaching materials, and the delivery of teaching materials to students through the use of technology. We use two types of procedures: offline classes involving presentations and online meetings with micro-teaching video.

Most of the respondents agreed that they experienced a wholesome classroom engagement. They could have theories and practices at the same time. They also claimed that the class advantageous and interesting.

Student 51, "interesting because we are exposed to some teaching techniques"

Student 3, "Micro teaching class was pretty good. The activities done were varied, starting from presentation, discussion, and teaching practice in front of the peers, students, or relatives."

After completing the course, the students stated they had experienced a real-classroom situation. They know how to open the meeting, organize the students, do group assignment, guide the discussion, prepare classroom syllabus, create the students' worksheet, define an ice-breaking activity, and others. In summary, the students felt well-guided during the Micro Teaching class semester. They acquired grounded theories of pedagogy and were able to apply them in classroom practice with their peers.

Students' Experiences on Reflective Model

Related to the teaching practices done, the researchers were also trying to know whether the instructors did a reflection. 96,4% of the respondents said "yes", but 3,5% said "no" (see Figure 6).

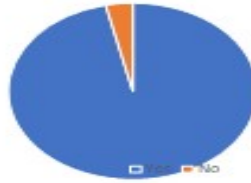


Figure 6. Reflection Session

To do the reflection, several distinguished points were addressed by the instructors, such as basic teaching skills, material transferred, voice tone, syllabus, body language, teaching materials, feedback or affirmation given to students, assessments, ways of opening and closing the classroom, questioning techniques, and teaching tools. When it comes to the reflection procedures, the students stated that they had different ways to conduct the process.

Student 22 said, "Reflection is done by listening to feedback from friends regarding our performance in practicing the skills learned in that meeting. In addition, at the end of each session, we were assigned to create a reflection video that includes various aspects of ourselves such as contributions, readiness, attendance, and so on."

Student 33, "do self-assessment about the material learned."

It appears there might have been confusion or a lack of clarity regarding the reflection model, leading to different procedures. In essence, the class or instructor seemed uncertain about the actions to take during the reflection session. The data shows a higher percentage of "no" (43.8%) or "unsure" (14%) responses compared to "yes" (42.1%) when participants were questioned about the guidance of the reflective procedure.

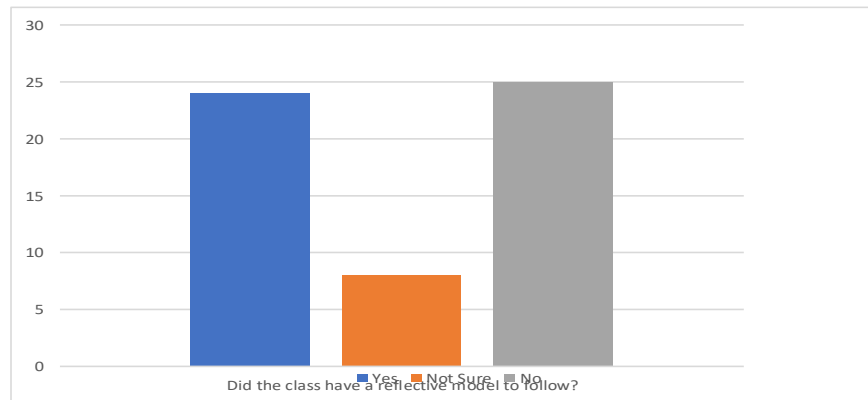


Figure 7. Reflective Model

Those who answered "yes" asserted that the lecturers provided them with a set of questions related to the eight basic teaching skills. Subsequently, they answered these questions and engaged in reflective discussions within the classroom. This

allowed for peer and instructor feedback and suggestions at the conclusion of the session.

Students' Experiences on Hybrid Model

Looking back to the students' statement, it was found that the micro teaching class was conducted in both offline and online model. Therefore, hybrid model was also an aspect question to have. However, not all students had an experience on hybrid learning. From the survey, the data showed that there were only 31 students who had been experiencing micro teaching hybrid classroom model. Meanwhile, the other 25 students did not have hybrid model.

Unluckily, 35 students or 65,4% of the students said that the Hybrid model was not developed well and had no fundamental guidance or model. 6 students or 10,5% of the respondents were unsure about the model used. Nevertheless, the other 16 students or 28% of the students claimed they have model to follow, specifically from the lecturers.

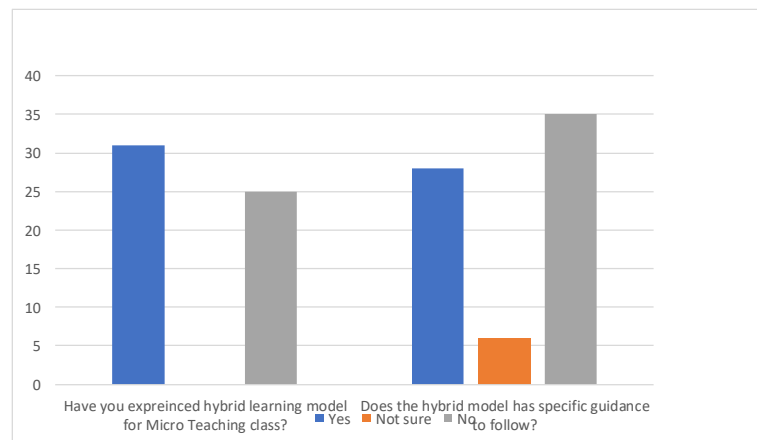


Figure 8. Hybrid Model

Based on the respondents' responses, the same procedures were applied to a hybrid class. In other words, there were no specific different stages applied for face-to-face or hybrid classroom.

Student 8, "the lecturer sometimes gave the students to practice and made it into video".

Student 43, "students are allowed to choose the classroom model, online or offline, based on their needs. However, the maximum total of students who are taking offline and online class must be in balance".

To support the hybrid learning model, the students explained that there were some supporting applications or websites used. Canva was the most dominantly used by the students to do presentation and video editing. They also had Power Point, YouTube, Google Form, WhatsApp Group, Kahoot, Zoom meeting, and LMS (elearning Unsri), yet they were not significantly used during the semester.

Students' Perceptions on Reflective and Hybrid/Blended Model

After experiencing the two kinds of learning models, the students informed that reflective session in teaching practice was effective to see how well the students' performances. 52 respondents agreed on it. However, they assumed the hybrid part was not really effective since they did not have clear procedures to follow so that it was not significantly improve their teaching knowledge. It can be seen from lower number of students agreed on the statement of "hybrid/blended model was effective to help students improved their teaching skills".

The analysis of the responses indicates diverse perspectives on the effectiveness of reflective activities in learning. Some students stated that reflective activities are effective because they provide a deeper understanding of strengths and weaknesses in teaching, allowing significant improvements and enhancing metacognitive skills.

On the other hand, some students mentioned that the effectiveness of reflective activities depends on student participation. Some consider it less effective due to a lack of expression of opinions from students, while others argue that reflection is effective because it provides motivation and can be used as an evaluation tool for future learning. Some students also highlighted the importance of receiving feedback from lecturers and peers during reflective activities. This is considered helpful in self-evaluation and rectifying mistakes to improve teaching abilities in the future. Some also mentioned that reflective activities help reinforce the material taught and provide a deeper understanding. In general, it helps the students enhance the quality of their future teaching and learning experiences.

However, hybrid learning is recognized for its positive impact on education, primarily due to the integration of technology. Students then were accustomed to technological tools. Furthermore, the flexibility offered by hybrid learning is acknowledged as a significant advantage because it offered the ability to cater to individual learning preferences and make the overall learning experience more personalized. The efficiency in time management was also highlighted as a significant advantage, particularly in the context of practical activities since the hybrid learning is motivating students to continue their studies, even in the absence of face-to-face interactions. However, the students claimed drawbacks and challenges happened during their hybrid learning process. For example, the need for reliable internet connectivity and suitable devices were the most issue faced by the students. In addition, the delays in interaction were also a concern in the hybrid model. It can create a sense of distance between students, instructors, and their peers.

Talk about challenges of Micro-teaching class as a whole, it was found that micro-teaching participants encountered various challenges during the teaching practice sessions. One significant hurdle was the insufficient understanding and preparation for the initial steps in self-preparation and lesson planning. This suggests that a lack of comprehension can impede the effective organization and delivery of the teaching materials. Mental anxiety and apprehension were also prevalent among participants, particularly in relation to creating lesson plan. Nervousness and concerns about performance could potentially affect the clarity of material delivery. In addition, changes or uncertainty of teaching guidelines presented challenges for some participants as well.

Students' Ideas for Future Micro-Teaching Classroom

One hundred percent of the respondents thought that reflective process was badly needed in the Micro-teaching class, both in-class or hybrid models. Therefore, the unanimous agreement on the need for guidance in hybrid/blended micro teaching reflects a collective understanding of the potential complexities and challenges inherent in this educational approach. A well-designed guide is perceived as a crucial tool to facilitate a smooth and effective implementation of hybrid/blended learning, providing clarity, consistency, and support for both educators and learners. As not all students are well-versed in the intricacies of hybrid learning, a clear and comprehensive guide is essential to ensure that both educators and learners understand the steps and nuances involved.

Therefore, it is necessary to develop a micro-reflective for hybrid classroom learning model. It highlights the understanding that embracing modern pedagogical approaches and leveraging technology can enhance the quality and effectiveness of teaching and learning. The development of such a model is seen as a proactive step to align education with the evolving needs and challenges of the contemporary learning environment.

Student 31, "yes, it's to adapt the world development"

Student 21, "yes, it's to help lecturers and teachers teach effectively."

Students suggested to maximize the use of facilities and technology highlight the importance of infrastructure in the learning environment. The integration of technology, direct feedback systems, and collaborative tools contributes to a holistic and technologically advanced learning experience. When they were asked to assess their teaching skills, 21 students claimed that their skills are in a good category, 21 students are in enough category, and 15 students are in not good category. The students emphasized on some important topics to further discuss in micro-reflective teaching, such as the creation of teaching modules, syllabus, lesson plans, basic teaching skills, effective classroom control, opening and closing lessons, and fostering a conducive learning environment.

Finally, it was also found that most respondents (87,7%) strongly recommended the integration of real students into micro-teaching classes to enhance understanding in teaching skills through simulation. By doing this, it suggests practical and actual environment of a classroom to practice. However, a smaller percentage, 12,3%, held the perspective that inviting students might not be imperative for the micro-teaching scenarios (see Figure 9).

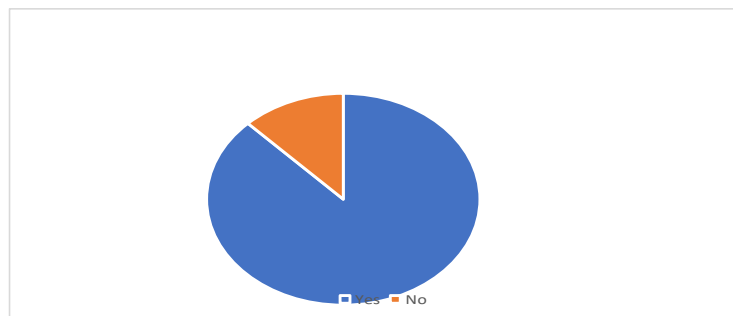


Figure 9. The Needs of Inviting Students

The preference to invite real students into the micro-teaching practice session is quite understandable because throughout their teaching experience, the respondents had never taught the students, but their peers.

Discussion

Teaching students the theoretical basis of pedagogy, as demonstrated by the lecturers in the micro-teaching course, is considered an effective approach to prepare future educators. This method equips students with essential knowledge and principles that form the foundation of effective teaching practices. The lecturers followed a structured process, introducing teaching theories before practical sessions (Koross, 2016; Majoni, 2017), covering key elements such as syllabus, semester program, course description, and the eight fundamental teaching skills. By doing so, the students might gain confidence in practicing the teaching strategies. Therefore, incorporating micro-teaching into teacher education programs stands out as an effective approach to familiarize students with the intricacies of classroom teaching before they enter the real educational environment. According to (Göçer, 2016), micro-teaching, guided by instructor feedback, proved instrumental in alleviating the fears and apprehensions of student teachers. Candidates expressed that engaging in micro-teaching presented a valuable opportunity to gain practical experience. This method provides a simulated yet authentic setting where aspiring educators can practice and refine their teaching skills, receive constructive feedback, and address potential challenges. Micro-teaching serves as a bridge between theoretical pedagogical knowledge and practical application, offering a supportive space for future teachers to develop confidence, competence, and a deep understanding of the teaching-learning process. Through this preparatory experience, students can enhance their pedagogical skills and seamlessly transition into real classrooms with a well-rounded foundation.

Feedback provided by peers or instructors was typically offered during the reflective sessions of the class. These sessions served as a platform for constructive discussions where students could not only receive feedback but also engage in self-assessment, addressing various aspects of their teaching performance. Participants often discussed topics such as basic teaching skills, material delivery, voice tone, syllabus design, body language, teaching materials, feedback given to students, assessment strategies, and the techniques used for opening and closing the classroom. The reflective sessions played a crucial role in enhancing the learning experience by promoting self-awareness and continuous improvement. Moreover, the reflective process has been proven to lead to better learning through improved teaching (Vidmar, 2005). This is precisely why the respondents emphasized the importance of well-structured procedures or models for conducting reflective sessions. Such guidance is perceived as indispensable to deepen their understanding and extract maximum benefit from the reflective process. By having clear procedures or models to follow, students believe they can enhance their learning journey and make more meaningful strides in their teaching skills.

Regrettably, the faculty had not yet introduced the reflective model, leading to a sense of frustration among both lecturers and students in the classroom. The absence of clear guidance on what activities to undertake during the reflection process contributed to this frustration. Additionally, the rapid evolution of technology, which necessitates the adaptation of technology in the classroom, called

for the implementation of a hybrid model. However, lecturers were unprepared for this shift in teaching methodology. The needs of well-structured guidance of reflective model for hybrid class is understandable. Supported by the students' statements, they want to have better way to adapt the enhancement of technologies. The students have been familiar with certain tools, such as Canva, PowerPoint, Zoom Meeting, Kahoot, and WhatsApp Group. Then, it would not be so difficult for them to adapt in hybrid class. Moreover, if they are provided with clear guidance, they will even be better at learning. Hybrid learning includes face-to-face classroom instruction and an online environment. It helps prevent drawbacks which students and instructors faced in face-to-face classroom, such as limited flexibility, geographical constraints, resource dependence, etc. (Rengel & Gómez, 2014). Hybrid learning keeps all options available so that it facilitates instructors to find solutions to meet the students' preferences. Therefore, the flexibility inherent in hybrid learning is considered a pivotal factor, making it easily accessible and appealing to students.

Based on the explanation above, there is a compelling need for the development of a micro-reflective learning model. The identified challenges and preferences of both lecturers and students underscore the importance of creating a structured and effective approach to micro-teaching. This model should not only incorporate theoretical pedagogical principles but also provide clear guidance for reflective sessions and seamlessly integrate hybrid learning components. As it was outlined by (Batman & Saka, 2021), micro reflective teaching practices help improve pre-service physics teachers' basic professional skills, subject matter mastery, planning, communication, classroom management, and evaluation. Such a micro-reflective learning model would serve several crucial purposes. Firstly, it could enhance the overall learning experience by fostering self-awareness and continuous improvement among student teachers. Secondly, it would provide a standardized and systematic framework for both instructors and students during reflective sessions, addressing the reported frustration and uncertainty. Additionally, the model should be designed to accommodate the evolving trends in education, particularly the integration of hybrid/blended learning, ensuring that it aligns with the needs and challenges of the contemporary learning environment.

The development of this micro-reflective learning model should consider the specific needs and perspectives of the stakeholders involved. It should aim to create a supportive and enriching learning environment that prepares student teachers for real classroom scenarios while leveraging the benefits of reflective practices and hybrid learning. Ultimately, such a model would contribute to the continuous improvement of teaching skills, better adaptation to technological advancements, and the overall quality of teacher education.

CONCLUSION AND SUGGESTION

Micro-reflective learning model in a hybrid classroom is indeed a demand for English education program in today's world. The advancement of technology requires prospective teachers to be competent both at pedagogical and technological skills. Specifically, the use of both online and offline mode of learning in implementing micro-teaching facilitates the efficiency and the effectiveness of the program as prospective teachers will have a virtual meeting with real students from schools. The involvement of real students through virtual meetings will ease the

procedure of inviting students to be offline at the university laboratory and will give a sense of real class activities which result in developed teaching practice. However, in the implementation of micro reflective learning model in a hybrid classroom, university should consider the availability and the sophisticated technological tools, standard practical guidance and good time management. This study offers perspective of educators and prospective teachers in the possibility of having micro-reflective model in a hybrid classroom. Another relevant research could be done to address how other participants such as teachers and students at school perceive the case and to address the effectiveness of the learning model.

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