

The Application of Active Knowledge Sharing Method in Microteaching Courses to Improve Communication Skills

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ABSTRAK

This study examines the effectiveness of the Active Knowledge Sharing strategy in improving the communication skills of pre-service teachers in Microteaching courses. Microteaching provides a practical bridge between theory and classroom practice, while 21st-century teaching requires strong interpersonal and verbal competencies. The Active Knowledge Sharing approach, which emphasizes collaboration, discussion, and knowledge exchange, encourages active participation, reflective thinking, and effective communication. This study employed the Kemmis and Taggart action research model across two cycles, revealing significant improvement in students' communication skills, with the mean score rising from 2.91 (Good) in Cycle I to 3.70 (Excellent) in Cycle II. The most notable progress was observed in the "Using Language Effectively" aspect, indicating enhanced confidence, clarity, and active engagement during microteaching sessions. These results suggest that Active Knowledge Sharing is an effective pedagogical method for developing communication competence and can contribute to improving the quality of teacher training programs.

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Introduction

Microteaching is a simplified form of the learning process that involves a smaller number of students, limited time, and simplified content. This method is considered effective in bridging the gap between theory and practice, as it helps pre-service teachers apply the knowledge and skills needed in real teaching situations. Through activities such as lesson planning, peer observation, giving and receiving feedback, and self-reflection, pre-service teachers can gain a deeper understanding of the teaching and learning process.

The first microteaching model was developed by Allen and Ryan with six main stages: planning, teaching, observation and feedback, re-planning, re-teaching, and re-observation. In practice, pre-service teachers deliver a short lesson lasting about 15–20 minutes, after which they receive feedback from supervisors and peers for improvement. Through this repetitive practice, microteaching helps pre-service teachers refine their teaching skills, enhance their reflective ability, and build confidence in handling real classroom situations. (Belibi Enama, 2021).

Teacher training is one of the essential elements in today's education system. The implementation of *microteaching* sessions has become very popular and is widely applied by various reputable educational institutions and organizations. This method was first introduced by Allen as part of an experimental program at Stanford University, United States. It was considered one of the major innovations of its time, and its design and implementation

have continued to evolve to the present day. (Popat, 2020). When a teacher stands in front of the class, it is not enough to merely have an understanding of the material to be delivered. There are several other demands that a teacher must master, one of which is the ability to build interaction among students during the learning process. Therefore, pre-service teachers need to develop strong communication skills in order to create effective and interactive learning experiences.

Considering the high number of education study programs that attract great interest in Indonesia, there is a significant opportunity to innovate in the design of microteaching programs. This innovation is essential as challenges in both the educational and professional worlds continue to evolve dynamically. Curricula, student needs, and learning technologies have undergone substantial changes. If the microteaching model continues to be implemented without innovation, there is a considerable risk that prospective teachers will lack the pedagogical competencies required to meet the demands of modern education. (Azizah, 2025)

In essence, human beings as social creatures have interacted with their environment for centuries, striving to fulfill their need to communicate emotions, thoughts, dreams, and hopes through speech and writing. The emergence of such activities as a means of sharing is known as communication. The contribution of good interpersonal communication skills to success, both in personal and professional contexts, has now been widely recognized and extensively studied. Humans have a fundamental and universal need to interact with others, and the better their communication skills, the more satisfying and meaningful their lives will be. (Hargie, 2021).

Learning, in essence, is the relationship and interaction between students, teachers, and the learning environment. The teacher, as the main actor, requires special attention to meet the 21st-century soft skills demands. As the creator of the learning process in schools, a teacher is not only required to possess 21st-century skills but must also be competent in applying them to design learning that aligns with the current digital era.

In response to these challenges, educators must have the abilities and competencies that meet the standards of a good teacher. Teacher competencies include pedagogical, professional, social, and personal competencies, which should be integrated with relevant soft skills needed in today's digital age. (Azrai et al., 2020). Previous studies have suggested the need for a new form of microteaching, in which communication and reflection become essential aspects in developing microteaching practices for pre-service teachers. (Hama & Osam, 2021).

One of the efforts to improve communication skills is through the Active Knowledge Sharing strategy, which is a learning approach developed through team-building activities and interactive processes. This approach creates a more enjoyable learning atmosphere and enhances student motivation. It also helps learners solve learning-related problems through activities such as observing, listening, expressing opinions, and collaborating in group discussions. (Handayani & Marisda, 2023). The purpose of this study is to analyze the effectiveness of implementing the Active Knowledge Sharing strategy in Microteaching courses to improve the communication skills of pre-service teachers.

Research Methods

This study employs the Classroom Action Research method. CAR is a reflective form of research conducted by practitioners to enhance the rationality and effectiveness of their actions, as well as to improve the conditions in which the teaching and learning practices take place. This research was conducted in the sixth-semester Islamic Education (PAI) class at Universitas Darussalam Gontor, specifically in class 6 C2, which consists of 29 students.

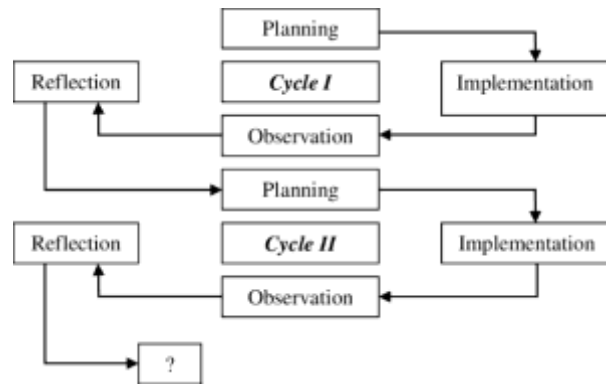


Figure 1. The Classroom Action Research (CAR) Model by Kemmis and Taggart

The Classroom Action Research model applied in this study follows the framework developed by Kemmis and Taggart, which consists of the following stages ; (Azizah et al., 2023).

1. **Planning:** In this stage, the researcher designs a lesson plan, prepares observation sheets, and formulates questions to guide the learning process.
2. **Acting:** This step, involves implementing the planned actions, in this case by using active knowledge sharing method during instruction.
3. **Observing:** At this stage, observations are carried out to monitor the teacher's performance during the lesson and to assess students' engagement and participation in class.
4. **Reflecting:** The final stage, involves analyzing and interpreting the data gathered from observations. This reflection process includes evaluating the effectiveness of the actions and determining areas for improvement. The results of the reflection are then used to plan the next cycle of action for further enhancement of learning outcomes.

Classroom action research, or classroom-based research, holds a significant role in educational management as it generates valuable knowledge that contributes to the development of well-rounded individuals. The insights obtained from such research can be effectively utilized to enhance and inform decision-making in the planning and management processes within education. (Semathong, 2023)

Data Collection Techniques

The data collection techniques in this study were carried out using two methods are ;

1. **Observation,** In this stage data are collected on students' activities and engagement during the classroom learning process.
2. **Documentation,** This technique is used to gather supporting data such as students' scores and institutional profiles.

Data Analysis Techniques

To assess students' communication skills during the microteaching class, the researcher used a particular scoring as presented in the table below;

Table 1. Scale of Students' Communication Skill Levels

No	Score Range	Description
1	3.5 – 4.0	Excellent
2	2.5 – 3.4	Good
3	1.5 – 2.4	Fair
4	1.0 – 1.4	Poor

The formula used to calculate the mean (average) in this study is obtained by dividing the total score of all indicators achieved by the total number of students observed. The mean is used to determine the average level of students' communication skills in each cycle,

allowing for a comparison of improvement from Cycle I to Cycle II.

Formula:

$$\text{Mean} = \frac{\sum X}{N}$$

Description:

- $\sum X$ = Total score of all students
- N = Number of students observed

Results and Discussion

Results

Data observation of Students' Communication Skills After Teaching Using the Active Knowledge Sharing Method in Cycle I and Cycle 2 there are :

Table 2. Observation Data on Students' Communication Skills in Cycle 1

No	Student	Expressing Ideas & Thoughts	Listening Effectively	Delivering Information	Using Language Effectively	Total	Average	Category
1	S1	3	3	3	3	12	3.00	Good
2	S2	3	3	2	3	11	2.75	Good
3	S3	2	3	3	2	10	2.50	Fair
4	S4	3	4	3	3	13	3.25	Good
5	S5	3	3	2	2	10	2.50	Fair
6	S6	3	3	3	3	12	3.00	Good
7	S7	2	3	3	2	10	2.50	Fair
8	S8	3	3	3	3	12	3.00	Good
9	S9	2	2	3	2	9	2.25	Fair
10	S10	3	3	3	3	12	3.00	Good
11	S11	3	3	3	3	12	3.00	Good
12	S12	2	3	2	2	9	2.25	Fair
13	S13	3	3	3	3	12	3.00	Good
14	S14	3	3	3	3	12	3.00	Good
15	S15	3	3	3	3	12	3.00	Good
16	S16	3	3	2	3	11	2.75	Good
17	S17	3	3	3	3	12	3.00	Good
18	S18	2	3	3	3	11	2.75	Good
19	S19	2	3	2	2	9	2.25	Fair
20	S20	3	3	3	3	12	3.00	Good
21	S21	3	3	3	3	12	3.00	Good
22	S22	3	3	3	3	12	3.00	Good
23	S23	2	3	3	3	11	2.75	Good
24	S24	3	3	3	3	12	3.00	Good
25	S25	3	4	3	3	13	3.25	Good
26	S26	2	3	3	3	11	2.75	Good
27	S27	3	3	3	3	12	3.00	Good
28	S28	2	3	2	3	10	2.50	Fair
29	S29	3	4	3	3	13	3.25	Good
Average		2.86	3.10	2.86	2.83		2.91	Good

The communication skill data in Cycle II are presented as follows:

Table 3. Observation Data on Students' Communication Skills in Cycle 2

No	Student Code	Expressing Ideas Effectively	Listening Effectively	Delivering Information Clearly	Using Appropriate and Effective Language	Average Score	Category
1	S1	3.7	4.0	3.8	3.9	3.85	Excellent
2	S2	3.5	3.8	3.6	3.7	3.65	Excellent

3	S3	3.4	3.7	3.5	3.6	3.55	Good
4	S4	3.6	4.0	3.8	3.7	3.78	Excellent
5	S5	3.2	3.5	3.3	3.4	3.35	Good
6	S6	3.8	4.0	3.9	3.8	3.88	Excellent
7	S7	3.6	3.9	3.7	3.8	3.75	Excellent
8	S8	3.3	3.5	3.4	3.4	3.40	Good
9	S9	3.5	3.7	3.6	3.7	3.63	Excellent
10	S10	3.8	3.9	3.9	4.0	3.90	Excellent
11	S11	3.4	3.6	3.5	3.6	3.53	Good
12	S12	3.7	3.9	3.8	3.8	3.80	Excellent
13	S13	3.3	3.5	3.4	3.5	3.43	Good
14	S14	3.5	3.8	3.6	3.7	3.65	Excellent
15	S15	3.6	3.7	3.6	3.8	3.68	Excellent
16	S16	3.2	3.4	3.3	3.5	3.35	Good
17	S17	3.9	4.0	3.9	3.9	3.93	Excellent
18	S18	3.7	3.9	3.8	3.8	3.80	Excellent
19	S19	3.5	3.6	3.5	3.6	3.55	Good
20	S20	3.4	3.6	3.5	3.4	3.48	Good
21	S21	3.7	3.8	3.8	3.9	3.80	Excellent
22	S22	3.3	3.5	3.4	3.5	3.43	Good
23	S23	3.6	3.8	3.7	3.7	3.70	Excellent
24	S24	3.5	3.7	3.6	3.6	3.60	Excellent
25	S25	3.2	3.4	3.3	3.3	3.30	Good
26	S26	3.8	3.9	3.9	3.8	3.85	Excellent
27	S27	3.6	3.8	3.7	3.7	3.70	Excellent
28	S28	3.4	3.5	3.4	3.5	3.45	Good
29	S29	3.7	3.9	3.8	3.9	3.83	Excellent
Average		3.60	3.80	3.68	3.72	3.70	Excellent

Based on the data obtained from the two observation tables of students' communication skills in Cycle I and Cycle II, it can be observed that each communication skill indicator showed a noticeable improvement, as presented in the following summary.

Table 4. Observation Data of Students' Communication Skills in Cycle I and Cycle II

No	Indicator	Cycle I Average	Cycle II Average
1	Expressing Ideas & Thoughts	2.86	3.60
2	Listening Effectively	3.10	3.80
3	Delivering Information	2.86	3.68
4	Using Language Effectively	2.83	3.72
Average		2.91	3.70

Based on the table above, the significance of the improvement in students' communication skills can be seen in the following figure :

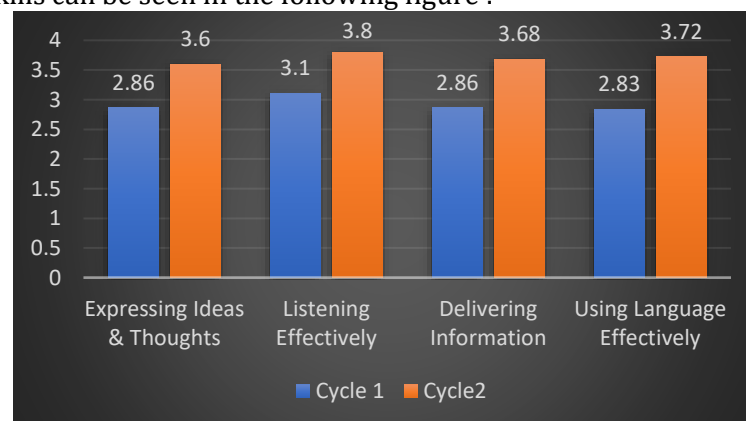


Figure 2. Graph of the Improvement in Communication Skills in Cycle I and Cycle II

The overall average of students' communication skills increased from 2.91 in Cycle I to 3.70 in Cycle II, showing an improvement of 0.79 points.

Discussion

Based on result of study Active Knowledge Sharing method is an optimal approach to directing students' attention toward the learning material. Teachers can use it as a tool to measure the extent of students' understanding. Moreover, this strategy helps strengthen teamwork among students. It can be effectively applied within a single subject or integrated across multiple disciplines.

In addition, the Active Knowledge Sharing method facilitates two-way interaction between students and teachers, as well as among students themselves. In this process, students exchange knowledge with one another, while the teacher plays a role in responding to and guiding the various opinions that emerge, creating a more dynamic and engaging learning atmosphere. This strategy can also enhance students' learning motivation, as they are involved from the very beginning of the lesson through stimulating questions that capture their interest and encourage active participation throughout the learning process (FERAZONA, 2020)

The learning steps in the Active Knowledge Sharing method consist of two main stages:

- a. The preliminary activity, learning begins by presenting real-life problems that are relevant to the learning objectives and the subject matter. This approach aims to stimulate students' curiosity and connect real-world experiences with the concepts being studied.
- b. The main activity, the learning process involves several steps: (1) orienting students to the presented problem, (2) organizing students to understand and solve the problem, (3) guiding students through the problem-solving process, (4) developing and presenting the results of the learning process, and (5) analyzing and evaluating both the learning process and the difficulties encountered by students. Through these stages, students are expected to actively share knowledge and collaboratively construct understanding. (Matona, 2021).

The *Active Knowledge Sharing* method offers several advantages: students gain new information from classmates, develop a sense of sharing and empathy, and enhance their communication skills in delivering and receiving information. However, this method also has some drawbacks, such as requiring more time and creating less conducive classroom conditions as students move around to exchange information. (Karima, A., Komalasari, B., & Indrawari, n.d.) The analysis results show that students' communication skills during online learning are classified as good. In written communication, students are able to express their opinions in their own words as well as present and connect concepts. In oral communication, students also demonstrate good ability in expressing their opinions during discussions. Overall, students' communication skills fall into the good category. The implementation of the Active Knowledge Sharing strategy has proven to provide more opportunities for students to express their opinions and respond to questions. (Ramadina, A., & Rosdiana, 2021)

Therefore, in the microteaching process, which emphasizes the development of communication skills, the implementation of the Active Knowledge Sharing method is considered highly relevant and appropriate to the learning needs. Sajed and Zaid (2012) view microteaching as a program that prepares prospective teachers for real teaching practice; therefore, it is considered an essential course for teacher trainees. This is because they need to observe and acquire the appropriate knowledge and skills necessary for teaching tasks. Similarly, Singh (2011) regards microteaching as the final stage in which pre-service teachers apply the theories they have learned into actual teaching practice. (R. Kimaro1 et al., 2021)

The microteaching method is a teacher education approach conducted in a short duration (5–10 minutes), with a limited number of students and a focus on specific teaching skills. Student teachers receive feedback and have the opportunity to re-teach to improve

their performance. This approach is typically carried out face-to-face in small groups to enhance the quality of teaching practice. Its implementation includes several stages: pre-planning, session planning, physical arrangement, session delivery, self-reflection, and evaluation of the challenges encountered. (Msimanga, 2020).

During the microteaching practicum, prospective teachers significantly improved their communication skills. Through teaching simulations, they were trained to speak clearly, use engaging intonation, and present material systematically so that it could be easily understood by students. This process helped them overcome speaking difficulties, such as lack of fluency and nervousness, making them more confident in classroom communication. Moreover, microteaching also develops two-way communication skills, where prospective teachers learn to interact with students, listen to feedback, and adjust their delivery style to ensure messages are effectively received. They also practice using language that is clear, persuasive, and appropriate for the learning context. Therefore, microteaching not only enhances speaking ability but also builds essential professional communication competencies for teachers. (Chotivachira, 2023)

Conclusion

The results of the study indicate a notable improvement in students' communication skills between Cycle I and Cycle II. The mean score increased from 2.91 (Good) in Cycle I to 3.70 (Excellent) in Cycle II.

The most significant improvement was observed in the "Using Language Effectively" aspect, which rose from 2.83 to 3.78. Overall, students demonstrated higher confidence, clarity, and linguistic precision in their communication during microteaching sessions after the implementation of the Active Knowledge Sharing method. This improvement indicates that the applied learning strategy effectively enhanced both verbal expression and active participation in classroom communication.

Therefore, the implementation of the Active Knowledge Sharing learning method is concluded to be effective in improving students' communication skills, encompassing both verbal expression and active engagement during the learning process. These findings further suggest that this strategy holds significant potential as an alternative pedagogical approach for enhancing the communication competencies of prospective teachers in religious higher education institution.

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