

***EXPLORATORY STUDY ON THE IMPACT OF MICROTEACHING COURSE ON  
MENTAL HEALTH OF SIXTH-SEMESTER STUDENTS IN THE ENGLISH  
EDUCATION PROGRAM AT UNIVERSITY OF RIAU KEPULAUAN***

**STUDI EKSPLORASI DAMPAK MATA KULIAH MIKRO TERHADAP KESEHATAN  
MENTAL MAHASISWA SEMESTER ENAM PROGRAM PENDIDIKAN BAHASA  
INGGRIS UNIVERSITAS RIAU KEPULAUAN**

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***Abstract***

This study aims to determine the impact of the microteaching course on the mental health of sixth-semester students in the English Education program at University of Riau Kepulauan. Microteaching is a required course for future teachers to prepare them to teach using simulation methods on a small scale before students engage in teaching practice in real classroom settings. The study used a quantitative approach with an explanatory design. Thirty sixth-semester students who have completed the microteaching course participated in this study. Data were collected through the Behavioral Health Measure (BHM) questionnaire, which measures three indicators, such as well-being, psychological symptoms, and life functioning. The results of the study showed that the students' mental health was in the good category, with an average score of 71,17%. 33,3% of students had excellent mental health, and only 3,4% experienced moderate stress. The psychological symptoms indicators showed the highest score (2,88), followed by well-being (2,83) and life functioning (2,75). These findings indicate that the microteaching course does not have a significant negative impact on students' mental health. Students were able to manage the anxiety and pressure that arose during the learning process well. This study also highlights the importance of ongoing psychological monitoring and institutional support throughout performance-based academic learning processes.

***Keywords:*** *Microteaching; Mental Health; Teacher Education; Anxiety*

***Abstrak***

Penelitian ini bertujuan untuk mengetahui dampak mata kuliah microteaching terhadap kesehatan mental mahasiswa semester enam program Studi Pendidikan Bahasa Inggris Universitas Kepulauan Riau. Microteaching merupakan mata kuliah wajib bagi calon guru untuk mempersiapkan mereka mengajar menggunakan metode simulasi dalam skala kecil sebelum mahasiswa terjun dalam praktik mengajar di kelas nyata. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori. Tiga puluh mahasiswa semester enam yang telah menyelesaikan mata kuliah microteaching berpartisipasi dalam penelitian ini. Data dikumpulkan melalui kuesioner Behavioral Health Measure (BHM), yang mengukur tiga indikator, yaitu kesejahteraan, gejala psikologis, dan fungsi kehidupan. Hasil penelitian menunjukkan bahwa kesehatan mental mahasiswa berada dalam kategori baik, dengan skor rata-rata 71,17%. Sebanyak 33,3% mahasiswa memiliki kesehatan mental sangat baik, dan hanya 3,4% yang mengalami stres sedang. Indikator gejala psikologis menunjukkan skor tertinggi (2,88), diikuti oleh kesejahteraan (2,83) dan fungsi kehidupan (2,75). Temuan ini menunjukkan bahwa program pengajaran mikro tidak memiliki dampak negatif yang signifikan

terhadap kesehatan mental mahasiswa. Mahasiswa mampu mengelola kecemasan dan tekanan yang muncul selama proses pembelajaran dengan baik. Studi ini juga menyoroti pentingnya pemantauan psikologis berkelanjutan dan dukungan institusional di sepanjang proses pembelajaran akademik berbasis kinerja.

**Kata Kunci:** Pengajaran Mikro; Kesehatan Mental; Pendidikan Guru; Kecemasan

## INTRODUCTION

Education is one of the most important things that make up a nation. Education is also defined as a conscious and systematic effort aimed at achieving a better standard of living (Darmaningtyas in Kadi & Awwaliyah, 2017). Therefore, every country strives to improve the quality of education to enhance educational standards and cultivate a skilled workforce (Sabiila et al., 2024). Thus, an approach used in teacher education to enhance the teaching skills of prospective teachers is microteaching (Ikrom, 2024).

In the sixth semester, students are introduced to the microteaching course. Microteaching is a training method that allows prospective teachers to practice their teaching skills in a controlled and limited setting, typically in front of a small group of peers or mentors (Ikrom, 2024). This is done to nurture prospective teachers in the education program, which plays a strategic role in preparing them to become professional and competent educators (Sari & Atmoko, 2024). Additionally, the microteaching course is a prerequisite for taking the PPL in the following semester.

Microteaching is a teaching simulation method in which prospective teachers teach on a small scale, conducting short teaching sessions with a group of participants or fellow students, followed by reflection after the teaching simulation (Nasution et al., 2023). Additionally, not only are there few students, but prospective teachers are also faced with teaching situations with limited time (Evita Sari Dalimunthe & Muhammad Syahbudi, 2023). As a result, many prospective teachers feel stressed.

One important factor influencing learning success is emotional factors; people who experience obstacles in fulfilling their emotional needs will experience anxiety. Mohsin et al. (2016) state, "Teachers are considered nation builders and responsible for students' character development. Their personality should be balanced so that students can gain positive and effective aspirations." It is observed that generally, teachers have a balanced personality but sometimes they may also face psychiatric problems like depression, anxiety, and alexithymia.

Anxiety, when within certain limits, can motivate individuals to develop the strength to overcome the problems they face. However, if anxiety becomes excessive, it can have a negative impact on readiness for exams and academic performance (Kurniawati and Mufdillah, 2010). Furthermore, (Nihayah et al., 2021) state that academic anxiety is considered a profound problem and demands a solution. Therefore, by understanding the level of anxiety and delving deeper into its underlying factors, instructors can take action and seek solutions.

Furthermore, this study focuses on the local context, namely students in the education study program at the University of Riau Islands, particularly the English Education study program, which until now has not been the subject of many similar studies. By prioritizing a contextual and descriptive approach, this study is expected to make a significant contribution to enriching the literature on the relationship between professional education and mental health at the university level.

The research question in this study stems from the need to deeply understand how students' experiences in taking microteaching courses affect their mental health. Microteaching, as a performance-based learning process, often creates psychological pressure stemming from academic expectations, assessments from lecturers and peers, and uncertainty about one's abilities. Therefore, the main question to be answered in this study is: "How are the impacts of students' mental health in microteaching course?"

This research aims to determine the impact of the microteaching course on the mental health of sixth-semester students in the English Education program at University of Riau Kepulauan. The focus of the study is not only on the forms of stress or anxiety experienced, but also on how students build resilience, find intrinsic motivation, and develop their professional identity as prospective teachers.

## **Theoretical Study**

### **Microteaching**

Microteaching is a classroom teaching activity carried out in a simplified and scaled-down format, where all elements of the teaching process are reduced (Meriza, Fahrani, Sinurat, & Batu, 2025). The term 'microteaching' comes from the word 'micro,' which means small or limited, and 'teaching,' which means to teach. Microteaching is a form of teaching practice on a limited scale, involving 3–10 students and lasting 5–20 minutes (Megawati, F., & Astutik, 2021). Micro-teaching can be used at any stage of teacher professional development (TPD) for both current and prospective teachers, providing a platform for teachers to practice their teaching strategies in a way that reduces barriers and complexity in the real classroom (Moser, 2025).

Microteaching is commonly used to enhance teaching skills or the professional abilities of pre-service teachers in various specific competencies. There are several main reasons for the implementation of microteaching: to support the development of knowledge, to foster practical skills, to provide opportunities for teachers and pre-service teachers to improve their techniques and professional capabilities, and to test and implement new curriculum models and policies (Betaubun, Fitriani, Rokhmah, & Manauhutu, 2024).

### **Mental Health**

Mental health is the health of all aspects of human development, including physical and psychological aspects (Fakhriyani, 2019). Mental health is closely related to an individual's efforts to cope with stress, inability to adapt, interact with the social environment, and make decisions. Mental health can be applied in all areas of social life, such as the family environment, school, workplace, and the social environment in general.

Each individual's mental health is unique and undergoes changes as times evolve. This occurs because people are often faced with situations where they must seek various alternatives to resolve issues. Many individuals experience mental health challenges at certain points in their lives.

Mental health is a field of study that encompasses principles, regulations, and procedures aimed at strengthening and enhancing spiritual well-being. An individual with good mental health is one who consistently feels calm, safe, peaceful, serene, and stable in their spiritual state (Jalaluddin 2015).

Mental health is something that is very important to maintain, both mental and psychological health, in order to achieve a harmonious state. According to the WHO, mental health is defined as

a state of well-being in which an individual realizes his or her own potential, can cope with the normal problems of life, can work productively, and is able to make a contribution to his or her social environment.

The following are characteristics of a healthy mind (Yusuf 2011):

1. Free from mental disorders

A healthy mind is one that is free from mental disorders or mental illness. In other words, individuals with a healthy mental state are able to live in the real world and overcome all problems in their lives.

2. Ability to adapt

An individual is considered to have good adaptability if they can overcome all difficulties, pressures, and problems they face in a constructive manner, without harming others, and in accordance with established rules and norms.

3. Able to maximize potential

In addition to being able to adapt to all the problems they face, a mentally healthy individual is someone who actively explores their potential or strengths to the fullest. This can be done by engaging in various positive and constructive activities for self-development.

4. Able to achieve personal happiness and the happiness of others

Mentally healthy individuals demonstrate behavior or responses to situations in meeting their needs with positive responses. These positive responses can have a positive impact on both the individual themselves and their surroundings. An individual should not sacrifice the happiness of others for their own interests, nor seek to gain at the expense of others.

## **METHODOLOGY (Material and Method)**

### **Research Methodology**

This study uses a quantitative approach with exploratory research. According to Sugiyono (2017), the quantitative approach is based on the philosophy of positivism, which aims to test hypothesis or reveal phenomena based on numerical data and statistical analysis. The exploratory approach is used to explore and understand in greater depth phenomena or issues that are not yet fully understood, particularly those related to the impact of microteaching lectures on the mental health of students. This study aims to determine the impact of the microteaching course on the mental health of sixth-semester students in the English Education program at University of Riau Kepulauan.

This study is supported by previous studies and relevant theories (Sugiyono, 2017:137). The population in this study consists of sixth-semester students in the English Language Education Program at the University of Riau Kepulauan (UNRIKA) who have taken the microteaching course. The study population was administered a questionnaire containing a series of statements based on indicators of the variable under investigation, namely student mental health.

The main instrument used in this study was the Behavioral Health Measure-20 (BHM-20), a self-report questionnaire consisting of 20 statements. This instrument measures three main aspects of behavioral health: Well-being – including psychological conditions such as distress, life satisfaction, and motivation. Psychological symptoms – such as depression, anxiety, panic disorder, mood swings, eating disorders, alcohol/drug abuse, suicidal thoughts, and risk of violence. Life functioning, which includes daily life functions such as school/work, intimate relationships, social relationships, and overall enjoyment of life. Additionally, the BHM-20 also

assesses positive psychology aspects through the Personal Effectiveness Scale, which provides an overview of personal effectiveness in dealing with life problems.

This questionnaire was distributed to respondents via Google Forms, which allowed for independent and efficient completion. After completing the questionnaire, the researcher conducted face-to-face interviews with the same respondents, using questions identical to those in the BHM-20 questionnaire, to gain a deeper understanding and support the validity of the data through triangulation. The subjects in this study consisted of 30 students, selected through purposive sampling, which involves selecting samples based on specific criteria, namely sixth-semester students who had taken the microteaching course.

## FINDING AND DISCUSSION

**Table 1 Frequency Distribution of Mental Health Categories of Sixth Semester Student in the Microteaching Course**

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
Very Good	10	33,3 %
Good	19	63,3 %
Moderately Stressed	1	3,4 %
<i>Disturbed</i>	<i>0</i>	<i>0 %</i>

After researchers spread 20 items of BHM 20 Questionnaire to at sixth-semester students at university of Riau Kepulauan who took microteaching courses, the results showed that there were 10 students classified as Very Good with a percentage of 33,3%, 19 students classified as Good with a percentage of 63,3%, and 1 student classified as Moderately Stressed with a percentage of 3,4%. Additionally, no participant was discovered to be in a disturbed state. This implies that the Microteaching course does not present a substantial risk to the mental health of the majority of students.

The average mental health score was determined to be 71,17% after the total scores of all 30 respondents were calculated using their responses to the Likert-scale questionnaire. This suggests that, on overall, the students enrolled in the Microteaching course have "Good" or generally had stable and healthy mental health.

**Table 2 Average Measurement per Indicator on the Mental Health of Sixth Semester Students in the Microteaching Course**

<i>Indicators</i>	<i>Total Item</i>	<i>Mean</i>
Well Being	3	2,83
Psychological Symptoms	13	2,88
Life Functioning	4	2,75

The psychological symptoms indicator had the highest mean score ( $M = 2,88$ ) according to a dimensional analysis, showing that even though students feel emotional reactions like mild anxiety, performance pressure, or nervousness before teaching practice, they are still able to effectively control these emotions. Interviews data supports this, showing that students experienced



brief anxiety or tension that quickly passed after they started teaching practice. These symptoms seem to be temporary and controllable, indicating constructive psychological coping strategies.

Students' favorable opinions of the course, including their contentment with lecturer feedback, peer support, and their increasing self-assurance as future teachers, are reflected in the well-being indicator's high average score ( $M = 2,83$ ). When given constructive criticism from the lecturer, the majority of students showed drive and excitement to improve their teaching methods, which enhanced their sense of competence and self-efficacy. These elements are important markers of intrinsic motivation and academic well-being.

The third indicator, life functioning ( $M = 2,75$ ), demonstrated that students can continue their personal routines, social connections, and everyday activities in spite of the course's academic demands. Although some students reported small effects like diminished eating habits, sometimes unwilling to perform daily tasks, or take a break from your daily routine, interview data revealed that students did not experience social withdrawal, emotional breakdowns, or long-lasting disturbances to their lifestyle. These actions are typical stress reactions that don't affect general functioning.

All these results demonstrate students' ability to adapt, which is supported by a supportive learning environment. Students' mental resilience is influenced by a number of factors, including self-motivation, timely feedback from lecturers, the presence of supportive peer groups, and efficient time management. This aligns with previous studies highlighting the benefits of peer collaboration and structured feedback in reducing academic anxiety and enhancing students' self-esteem.

It cannot be denied that 3,4% of students fall into the moderate stress category. Although they are a minority, this group certainly deserves attention. Their presence reminds us that microteaching can cause emotional stress, especially for students who are more sensitive to performance assessments or have poor coping mechanisms. Even mild academic pressure, if left unaddressed, can accumulate and potentially lead to chronic stress. Therefore, proactive measures such as early identification, regular emotional check-ins, and access to psychological support services should be considered.

## CONCLUSION AND SUGGESTION

The results of the study indicate that the microteaching course does not have a significant negative impact on the mental health of sixth-semester students in the English Education Program at the University of Riau Islands. With an average score of 71.17%, the majority of students fall into the good category, with one-third even classified as very good. This reflects their ability to adapt to academic pressure, manage anxiety, and maintain a balance in their daily lives. However, the presence of 6.7% of students experiencing moderate stress indicates the need for greater attention, particularly for students who are psychologically vulnerable. Therefore, psychological support and counseling services remain necessary.

Students who will participate in microteaching are advised to prepare themselves mentally and emotionally and to build positive communication with lecturers and classmates. For future research, it is recommended to expand the scope across academic programs and use qualitative or mixed-method approaches to explore students' experiences more deeply. This study is expected to serve as a reference in designing microteaching programs that balance academic demands with students' mental health.

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