

ABSTRACT

Clarissa. (2026). *Classroom management challenges of preservice English teachers in micro-teaching classes at Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Classroom management is one of the challenges for preservice English teachers (PSETs) in a micro-teaching course. Although the concept of micro-teaching is used as a learning strategy, there are limited studies that examine the problems experienced by the PSETs in terms of classroom management during their learning journey in Indonesian universities. This research employed a theoretical framework based on the concepts presented by Marzano's (2003) engagement and behavioral management framework, Emmer and Evertson's (2016) structural classroom organization approach, and Schön's (1983) reflective practice theory.

This study aimed to answer the following research questions: (1) What classroom management challenges do preservice English teachers face during micro-teaching at Sanata Dharma University? And (2) How do students overcome those classroom management challenges during micro-teaching? These questions investigate classroom management difficulties and the coping strategies employed by PSETs.

A descriptive qualitative design was employed to explore participants' experiences in depth. Data were collected from 19 students in Batch 2022 and 13 students in Batch 2023 through open-ended questionnaires distributed to all students in both batches. Purposive sampling was used for two instruments. Open-ended questionnaire participants were selected based on their registration in the micro-teaching course and had been done at least one teaching simulation, while five subjects were also chosen to be part of the FGD through score variations, response depth, and participation willingness.

Five major challenges were identified: maintaining student attention, time management, controlling student behavior, handling unexpected disruptions, and delivering clear instructions. Time management scored lowest; set closure was most frequently skipped. Both batches applied similar coping strategies, though Batch 2022 responded during teaching, while Batch 2023 responded by reflecting after teaching and applied the new strategies in the next teaching simulation.

Keywords: challenges, classroom management, coping strategies, micro-teaching, preservice teachers, reflective practice

ABSTRAK

Clarissa. (2026). *Tantangan manajemen kelas mahasiswa calon guru bahasa Inggris dalam kelas pengajaran mikro di Universitas Sanata Dharma*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Manajemen kelas merupakan salah satu tantangan besar yang dihadapi calon guru bahasa Inggris di mata kuliah *micro-teaching*. Meskipun konsep *micro-teaching* digunakan sebagai strategi pembelajaran, masih sedikit studi yang meneliti tentang masalah yang dihadapi calon guru dalam mengatur kelas selama proses pembelajaran mereka di perkuliahan terutama di Indonesia. Penelitian ini menggunakan kerangka teoritis berdasarkan konsep yang dikemukakan oleh Marzano (2003) *Engagement and Behavioral Management Framework*, Emmer and Evertson (2016) *Structural Classroom Organization Approach*, dan Schön (1983) *Reflective Practice Theory*.

Penelitian ini bertujuan untuk menjawab pertanyaan penelitian berikut: (1) Apa saja tantangan manajemen kelas yang dihadapi calon guru bahasa Inggris selama *micro-teaching* di Universitas Sanata Dharma? Dan (2) Bagaimana mahasiswa mengatasi tantangan manajemen kelas tersebut selama *micro-teaching*? Pertanyaan-pertanyaan ini menyelidiki kesulitan manajemen kelas dan strategi penanggulangan yang digunakan oleh calon guru bahasa Inggris.

Desain kualitatif deskriptif digunakan untuk mengeksplorasi pengalaman peserta secara mendalam. Data dikumpulkan dari 19 mahasiswa angkatan 2022 dan 13 mahasiswa angkatan 2023 melalui kuesioner terbuka yang dibagikan kepada semua mahasiswa di kedua angkatan tersebut. Pengambilan sampel bertujuan digunakan untuk dua instrumen. Peserta kuesioner terbuka dipilih berdasarkan pendaftaran mereka dalam kursus pengajaran mikro dan pengalaman sebelumnya dalam simulasi pengajaran, sementara lima subjek juga dipilih untuk menjadi bagian dari FGD berdasarkan variasi skor, kedalaman jawaban, dan kesediaan berpartisipasi.

Lima tantangan utama diidentifikasi: mempertahankan perhatian siswa, manajemen waktu, mengendalikan perilaku siswa, menangani gangguan tidak terduga, dan memberikan instruksi yang jelas. Manajemen waktu mendapat skor terendah, penutupan sesi pembelajaran paling sering dilewati. Kedua angkatan memiliki kemiripan dalam strategi penanggulangan, meskipun angkatan 2022 merespons selama proses pembelajaran, sedangkan angkatan 2023 merespons dengan merefleksikannya setelah simulasi dan menerapkan strategi baru dalam simulasi pembelajaran berikutnya.

Kata kunci: calon guru, pengajaran mikro, pengelolaan kelas, praktik reflektif, strategi, tantangan