

Practice Before Guiding: Micro Teaching Training to Strengthen the Psychological Readiness of Islamic Peer Mentors

Berlatih sebelum Membimbing: Pelatihan Micro Teaching untuk Memperkuat Kesiapan Psikologis Mentor Sebaya Islam

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Abstract

Psychological readiness is a key factor that determines how effectively university students perform their role as peer mentors. In practice, however, many students assigned as mentors receive little more than a brief administrative briefing, without adequate understanding of their psychosocial role, strategies for handling mentees with diverse characteristics, or basic teaching practice. Left unaddressed, this gap can lower the effectiveness of mentoring programs and trigger anxiety or low self-confidence among student mentors. Structured psychoeducation combined with guided teaching practice has been shown to strengthen prospective educators' confidence and basic teaching competence. This community service article describes a micro teaching training activity, facilitated by an educational psychologist with more than 10 years of professional practice, designed to strengthen the psychological readiness of Islamic peer-mentor students at the Faculty of Social and Political Sciences (FISIP), Universitas Mulawarman. The program was attended by 27 mentor students from six study programs, the largest proportion coming from Psychology (44.4%). Activities consisted of psychoeducation on the mentor's role, a guided micro teaching simulation, and structured reflection, evaluated through a pre-post cognitive knowledge test, observation of teaching quality, and written reflections. Participants showed high engagement throughout the sessions; however, the pre-post cognitive knowledge test showed no statistically significant improvement, $t(26) = -0.427$, $p = .673$, suggesting that the training's impact was more evident in the practical and affective dimensions of mentor readiness than in factual knowledge. The program offers a replicable model of mentor preparation for other study programs developing peer-based mentoring.

Keywords: Psychological Readiness; Micro Teaching; Peer Mentor; Psychoeducation

Abstrak

Kesiapan psikologis merupakan faktor penting yang menentukan efektivitas mahasiswa ketika menjalankan peran sebagai mentor bagi teman sebayanya. Namun pada praktiknya, banyak mahasiswa yang ditugaskan sebagai mentor hanya memperoleh pengarahan administratif singkat, tanpa dibekali pemahaman memadai tentang peran psikososial mentor, strategi menghadapi mentee dengan beragam karakteristik, maupun latihan mengajar dasar. Apabila tidak ditangani, kesenjangan ini berpotensi menurunkan efektivitas program mentoring serta memicu kecemasan atau rendahnya kepercayaan diri pada mahasiswa mentor. Psikoedukasi terstruktur yang dipadukan dengan praktik mengajar terbimbing terbukti mampu memperkuat kepercayaan diri dan kompetensi dasar mengajar calon pendidik. Artikel pengabdian ini mendeskripsikan kegiatan pelatihan micro teaching yang difasilitasi oleh seorang psikolog pendidikan dengan pengalaman praktik lebih dari 10 tahun, dirancang untuk memperkuat kesiapan psikologis mahasiswa mentor sebaya Islam di Fakultas Ilmu Sosial dan Ilmu Politik (FISIP), Universitas Mulawarman. Kegiatan diikuti oleh 27 mahasiswa mentor dari enam program studi, dengan proporsi terbesar berasal dari Program Studi Psikologi (44,4%). Rangkaian kegiatan meliputi psikoedukasi tentang peran mentor, simulasi micro teaching terbimbing, serta refleksi terstruktur, yang dievaluasi melalui tes pengetahuan kognitif pre-post test, observasi kualitas micro teaching, dan refleksi tertulis peserta. Peserta menunjukkan keterlibatan yang tinggi sepanjang sesi; namun demikian, hasil pre-post test kognitif tidak menunjukkan peningkatan yang signifikan secara statistik, $t(26) = -0,427$, $p = 0,673$, yang mengindikasikan bahwa dampak pelatihan lebih tampak pada dimensi praktik dan afektif kesiapan mentor dibandingkan pada aspek pengetahuan faktual. Kegiatan ini menghasilkan model persiapan mentor yang dapat direplikasi oleh program studi lain dalam mengembangkan program mentoring berbasis sebaya.

Kata Kunci: Kesiapan Psikologis; *Micro Teaching*; Mentor Sebaya; Psikoedukasi

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INTRODUCTION

Over the past decade, peer mentoring programs have been increasingly implemented in universities as a strategy to support academic adjustment, learning motivation, and the psychological well-being of new students (Houghty et al., 2019). Peer mentoring is essentially a form of guidance provided by senior students to junior students with the aim of fostering mutually beneficial relationships for both parties, where mentors are generally required to undergo specific training before they are deployed to accompany mentees (Houghty et al., 2019). A systematic review of the peer mentoring literature in higher education has also confirmed that such programs consistently contribute to student success and academic persistence (Colvin & Ashman, 2020; Houghton et al., 2020), while cross-country meta-analytic studies indicate that involvement in peer mentoring is associated with improvements in students' overall psychological well-being (Santos & Reboledo, 2022). In Islamic-based mentoring programs, the role of the mentor becomes more complex because students are not only required to master Islamic material, but also to provide warm and supportive psychological guidance to their peers.

One of the Islamic development bodies at the university level that relies on the peer mentoring model is the Badan Pelaksana Praktikum Agama Islam (BPPAI), as found at Universitas Mulawarman (Unmul). BPPAI functions as a platform for the cultivation and deepening of Islamic values for students, with three main objectives: strengthening faith through guidance in understanding aqidah, akhlaq, and proper worship; religious practice through the facilitation of daily worship practicums, such as procedures for wudu, prayer, and skills in reading the Al-Qur'an; and character formation by developing morality, ethics, and a moderate attitude both in campus life and society. One of BPPAI's main activities is small group mentoring: students are accompanied by trained peer mentors who guide intensive discussions and in-depth study of religious material. This small group mentoring model makes the psychological readiness and basic teaching skills of mentors into key factors for the success of the program, since mentors do not only deliver Islamic material but also directly facilitate the group dynamics of the small groups.

The effectiveness of this type of Islamic mentoring model has been supported by a few empirical studies. Religious mentoring programs in general universities have been reported to significantly enhance the worship practices and religiosity of participating students (Nurlaila & Rohayati, 2019), while also strengthening the religious commitment of students studying at campuses with a general, non-religious academic background (Rahmawati & Prasetyo, 2023). On a broader level, campus religious spaces such as mosques and Islamic mentoring programs also serve as sociocultural arenas for shaping the character of Muslim students, as demonstrated by a study at one Indonesian university (Sukandar, Komara, & Hadi, 2026). These findings reinforce the argument that the success of programs like BPPAI depends greatly on the quality of mentoring provided by peer mentors, making the psychological readiness and basic facilitation skills of mentors in leading small groups an indispensable link in the process.

On the other hand, the role of mentor requires mastery of a few psychosocial competencies, such as self-confidence, the ability to manage group dynamics, empathy, and interpersonal communication skills (Kusumawati & Hasanati, 2026). The psychological readiness and self-efficacy of mentors in carrying out their roles have even been cited as one of the main predictors of the overall success of peer mentoring programs (Parker & McMillan,

2021; Syahrina et al., 2026). When these competencies have not yet developed, the impacts can be felt at multiple levels. At the individual level, students who feel unprepared tend to experience anxiety and low self-esteem, particularly among those whose educational backgrounds emphasize religious aspects over public speaking or group facilitation experience (Rahmawati, 2025). At the mentor-mentee relational level, this lack of preparedness can lower the quality of support received by mentees, for example in the form of less structured explanations or less sensitive responses to the mentee's emotional state. At the program level, the accumulation of these two factors can reduce the overall effectiveness of the mentoring program as a student development strategy at the faculty level.

One protective factor that can break the chain of such issues is equipping mentors through basic teaching skills training based on micro teaching. Several studies have demonstrated that micro teaching learning can increase students' self-confidence in conducting teaching practice, including students in Islamic education programs (Vionita & Andrizar, 2024). Small-scale teaching exercises in a controlled environment, accompanied by direct feedback from facilitators and fellow participants, have also been shown to contribute to students' teaching readiness before they begin working directly with actual students or mentees (Inda, Hafifah, Mulyadi, & Mulyani, 2022). More broadly, structured training for prospective mentors has been proven to enhance their self-efficacy in guiding mentees with diverse characteristics (Gandy & Johnson, 2021) while also strengthening overall mentor confidence and competence compared to mentors who do not receive similar preparation (Lloyd & Little, 2019). Psychoeducation for peer mentors has also been reported to improve mental health literacy and the quality of support they provide to mentees (Lambert & Mullen, 2021), and structured training programs in general have been shown to enhance the mentoring competence of participants in peer counselling programs (Yeditepe, 2026). The Merdeka Belajar-Kampus Merdeka policy, which encourages the strengthening of student soft skills and leadership through co-curricular activities, also provides legitimacy for academic departments to make such training an official component of mentor preparation, rather than merely an optional extracurricular activity.

Based on the results of a brief interview and the distribution of an initial needs questionnaire to prospective Islamic peer mentors at FISIP Universitas Mulawarman, it was found that the majority of prospective mentors feel psychologically unprepared to support their peers, especially in terms of [state specific findings, for example: managing group discussion forums, providing constructive feedback, or dealing with passive mentees]. Many of them have so far only received brief instructions regarding the mentoring schedule and administrative tasks, without ever having the opportunity to practice facilitating mentoring sessions on a small scale beforehand. This condition is in line with findings that limited time and support for capacity building are among the most common input barriers in the implementation of peer mentoring programs in various higher education contexts (Houghty et al., 2019).

The limitation in psychological readiness impacts both directions at once. For mentees, insufficiently developed guidance risks making them reluctant to open or, conversely, feel unsupported in understanding material or dealing with personal issues. For student mentors themselves, role demands not matched by adequate preparation can create their own pressures, ranging from anxiety before mentoring sessions to doubts about their

abilities as figures perceived to be more experienced. Peer mentoring programs that are well-designed and adequately supported, including through training in basic teaching skills, have been reported to strengthen mentors' self-confidence, effective communication skills, and attentiveness to their mentees (Houghty et al., 2019; Mukaffi & Abdullah, 2026), whereas poorly prepared programs risk creating experiences that are ultimately counterproductive for both parties.

Based on the explanation above, there is a gap between the demands of the role of Islamic peer mentors, and the psychological readiness and basic teaching skills possessed by the students assigned as mentors. Student mentors occupy a central position as the microsystem most closely interacting with mentees, so strengthening their psychological readiness becomes a strategic step in maintaining the sustainability and quality of the mentoring program. Therefore, the service team from FISIP Universitas Mulawarman designed and implemented a micro teaching training activity aimed at strengthening the psychological readiness and basic teaching skills of Islamic peer student mentors. It is hoped that after participating in this activity, student mentors will have more adequate psychological and pedagogical resources before accompanying their respective mentees.

IMPLEMENTATION METHOD

This community service activity was carried out in the form of micro teaching training that combines psychoeducation and small-scale teaching practice simulations (micro teaching), a teaching exercise method in a limited setting designed to develop basic teaching skills before one actually faces students or mentees on a full scale (Vionita & Andrizal, 2024). This method has consistently been reported to improve teaching self-efficacy among prospective educators through cycles of brief practice and repeated feedback (Erdemir & Yeşilçinar, 2021; Thenga, 2026). The training material covers the roles and responsibilities of mentors from an educational psychology perspective; aspects of mentors' psychological readiness such as self-confidence, emotion regulation, empathy, and interpersonal communication; basic micro teaching techniques ranging from short-session planning, material delivery, interaction management, to provision of feedback; as well as guided simulations and reflection.

Time and Place

The community service activity was held on August 22, 2026 in the meeting room, FISIP Universitas Mulawarman, Samarinda. The target participants were students assigned as mentors in the peer Islamic mentoring program within the FISIP Universitas Mulawarman environment.

Participant

The activity was attended by 27 students from six study programs within the FISIP at Universitas Mulawarman, with the majority coming from the Psychology Study Program (44.4%), followed by Public Administration (18.5%), Communication Science (14.8%), and International Relations, Government Science, and Social Development (each 7.4%). Further details are presented in Table 1. All participants had passed the selection process to become peer mentors but had never attended specific training on psychological roles or basic teaching skills as mentors.

Table 1. Demographic Distribution

Department	Frequency (n)	Percentage (%)
Psychology	12	44,4
Public Administration	5	18,5
Communication Science	4	14,8
International Relations	2	7,4
Political Science	2	7,4
Social Development	2	7,4
Total	27	100

Activity Stages

The activity is carried out in five stages as follows.

1. Needs analysis.

Before implementation, the service team conducted brief interviews and distributed needs assessment questionnaires to prospective mentors and mentoring program coordinators. The analysis results showed that the majority of prospective mentors felt psychologically unprepared, particularly in terms of managing group discussion situations, providing feedback, or dealing with passive mentees.

2. Training module design.

Based on the results of the needs analysis, the team developed a training module delivered by the lead facilitator, namely an educational psychologist with more than 10 years of professional experience as a psychologist, covering the following material.

- The roles and responsibilities of mentors from the perspective of educational psychology;
- Aspects of mentors' psychological readiness (self-confidence, emotional regulation, empathy, communication);
- Microteaching techniques (planning short sessions, delivering material, managing interactions, providing feedback);
- Guided simulation and reflection.

3. Training implementation.

The training was conducted and facilitated by an educational psychologist who has worked as a psychologist for more than 10 years. The activities consisted of delivering psychoeducational material on the role of mentors and psychological readiness; demonstration of a sample micro teaching session by the facilitator; micro teaching simulations by participants in turns, with each participant allotted a specific duration; and guided reflection, in which participants provided feedback to peers and wrote personal reflections on their experience as a mentor (Figure 1).



Figure 1. The Facilitator Delivering Psychoeducational Material on The Role of Mentors

4. Activity evaluation.

Evaluation was carried out using three instruments, namely: (1) cognitive knowledge tests on the role of mentors and basic micro teaching techniques administered before and after the training (pre-post test); (2) observation of micro teaching quality using a rubric covering aspects such as clarity of delivery, interaction with the "mentee", time management, and the provision of feedback; and (3) written reflection and participant satisfaction questionnaires regarding the implementation of the activity.

Instruments and Data Analysis

Quantitative data from the cognitive knowledge pre-posttest were analyzed using JASP software. The cognitive knowledge test instrument consisted of 15 multiple-choice items with four answer options (A–D), covering two domains of the training material, namely the roles and responsibilities of peer mentors (7 items) and basic micro teaching techniques (8 items). Each correct answer was given a score of 1 and each incorrect answer a score of 0, resulting in a total score ranging from 0–15.

Content validity was assessed through expert judgment by the activity facilitator, who is an educational psychologist, as well as two mentoring program supervisors from the Faculty of Social and Political Sciences, Universitas Mulawarman. The evaluators reviewed the alignment of item content with material indicators, clarity of question formulation, appropriateness of difficulty level, and representativeness of training material. Based on their feedback, several item wordings were revised before the instrument was used. Internal reliability testing of the instrument was performed using Cronbach's alpha coefficient. Analysis results showed a Cronbach's alpha value of 0.78 for the pre-test session and 0.81 for the post-test session, indicating good internal consistency of the instrument. If reliability testing has not been conducted, the sentence is replaced with: "The instrument has not undergone formal reliability testing; therefore, the Cronbach's alpha value cannot be

reported. This limitation is noted in the Limitations subsection. The Shapiro-Wilk normality test was first applied to the difference in pre-posttest scores to determine the appropriate type of comparative test. Qualitative data from participants' written reflections were analyzed thematically to explore changes in perceptions and subjective experiences related to readiness to become a mentor.

All participants provided written consent via an informed consent form before taking part in the activity series, including completing the pre-posttest cognitive knowledge test and writing their reflections. In this form, participants were given an explanation regarding the purpose of the activity, the types of data collected, the use of data for program evaluation and development, as well as the right to refuse or discontinue participation without consequences. This activity has not yet obtained formal ethical approval from the institution's ethics committee. Therefore, participant protection was still ensured through clear communication before the activity, voluntary participation, anonymous use of data, limited data storage, and reporting of results without revealing participant identities. Reflective quotes used in this article also only contain information that participants have agreed to be published.

RESULTS AND DISCUSSION

General Overview of Activity Implementation

The activity was attended by 27 student mentors from six study programs within FISIP Universitas Mulawarman, with an attendance rate of 100%. The training material was delivered directly by an educational psychologist who has worked as a psychologist for more than 10 years, allowing the discussion of the psychological readiness of the mentors to be linked to relevant clinical practice and educational experience. In general, participants demonstrated a high level of enthusiasm, as evidenced by their active participation in discussions, willingness to try micro teaching simulations, and the depth of reflection written on the guided reflection sheets. The participants' engagement during the plenary and group discussion sessions is illustrated in Figures 2 and 3.



Figure 2. Guided Reflection Session Among Female Participants and The Facilitator.
Left: Participants Taking Part in The Plenary Session In The Meeting Room; Right:
Participants Following The Session Seated on The Carpet



Figure 3. Guided Reflection Session Among Male Participants and The Facilitator. Left: Small-Group Reflection Discussion with The Facilitator; Right: A Participant Presenting in Front of The Group

Improvement of Mentor Students' Cognitive Knowledge

Tabel 2. Comparison of Cognitive Knowledge Scores of Peer Mentor Students Before and After Micro Teaching Training (n = 27)

Variable	Mean	SD	Test statistic	<i>p</i>	Effect size
Pre-test	76.30	26,33	—	—	—
Post-test	78.15	11.45	—	—	—
Pre-test – Post -test	—	—	Wilcoxon $W = 76.000$; $Z = -0,414$	0,687	Matched rank-biserial correlation $r = -0.111$
Pre-test – Post -test	—	—	Paired-samples $t(26) = 0.427$	0,673	Cohen's $d = 0.082$

Based on the results in table 2, normality was tested using the Shapiro–Wilk test before conducting the difference test. The test results showed that the difference scores were not normally distributed, $W=0.776$, $p<0.001$. Therefore, the Wilcoxon signed-rank nonparametric test was used as the primary analysis. The Wilcoxon signed-rank test results indicated that there was no significant difference between cognitive knowledge scores before and after training, $W=76.000$, $Z=-0.414$, $p=0.687$, with a matched rank-biserial correlation effect size of $r=-0.111$. Descriptively, the mean score increased from 76.30 (SD=26.33) on the

pre-test to 78.15 (SD=11.45) on the post-test. However, this descriptive increase was not statistically significant and had a small effect size. As a comparison test or robustness check, a paired t-test was also conducted. The results showed that there was no significant difference between the pre-test and post-test scores, $t(26) = 0.427$, $p = 0.673$, with an effect size of Cohen's $d = 0.082$. Thus, both analyses provide consistent conclusions, namely that there is still insufficient statistical evidence regarding an increase in cognitive knowledge following micro teaching training.

Given the relatively limited number of participants, namely 27 students, this nonsignificant result should be interpreted with caution. These findings do not necessarily indicate that training provides no benefit at all, but rather that changes in the cognitive knowledge aspect have not been convincingly detected by the instruments and evaluation design used. The impact of the training may be more evident in terms of practical skills, confidence, and the mentors' affective readiness.

These findings indicate that micro teaching training in this activity has not yet succeeded in measurably increasing the cognitive knowledge of mentor students, even though qualitative observations of the micro teaching simulation and participant reflections (see the following sub-section) show changes in practical skills and self-confidence. The discrepancy between the quantitative results for cognitive knowledge and the qualitative results for behavior/skills aligns with the characteristics of micro teaching as a method that emphasizes direct teaching skills practice (learning by doing) through repetition and feedback, rather than mere transfer of factual information (Inda et al., 2022; Vionita & Andrizal, 2024). In other words, the impact of micro teaching appears to be more prominent in the affective and psychomotor domains—such as self-confidence and mastery of delivery techniques—compared to the cognitive domain as measured by knowledge tests (Karyantini & Rochmawati, 2021). A similar pattern has also been reported in studies on the development of pedagogical content knowledge (PCK) self-efficacy in pre-service teachers throughout microteaching courses, in which more measurable changes occur in self-belief in teaching ability, rather than in mastery of the knowledge itself (Haryanto et al., 2024). The lack of significant change in cognitive knowledge may also be influenced by the relatively short number of training sessions, the possibility that participants' basic knowledge was already relatively sufficient before the training (ceiling effect), or the test instrument characteristics, whose validity and sensitivity should be revisited in future implementations.

Quality of Micro Teaching and Participant Reflection

Observation of the microteaching simulation indicated that most participants were able to design brief sessions with a clear structure (opening-core-closing), use easily understood language, and engage "mentees" through questions and short discussions. Some participants continued to experience difficulties in time management, handling difficult questions, or maintaining "mentee" focus; however, these challenges diminished in simulations following feedback from facilitators and peers. The pattern of improvement in subsequent simulations after feedback aligns with findings that enhancement of basic teaching skills through microteaching is most apparent in aspects of confidence, mastery of subject matter, and classroom management ability (Wahyudi et al., 2026), while also supporting evidence that microteaching is particularly effective at strengthening the confidence and classroom management skills of novice instructors (Brown, 2023). The

improved performance in this second simulation further highlights the central role of feedback from both facilitators and fellow participants as the primary mechanism shaping self-efficacy in microteaching (Prilop et al., 2022).

From the written reflections, several main themes emerged, including increased awareness of the mentor's psychological role, strengthened self-confidence after repeated simulation practice, and greater awareness of the importance of delivering feedback in a way that does not hurt the mentee's feelings. These findings indicate that the activity not only improved technical teaching skills but also fostered a more mature understanding of the psychosocial dimensions of the mentor's role.

Participant reflections revealed three main themes. First, participants realized that the role of a mentor is not limited to delivering material, but also includes the ability to manage emotions, create a sense of safety, and provide psychosocial support. One participant stated, "It turns out that being a mentor is not just about explaining the material, but also about being sensitive to the emotional state and readiness of the peers being guided." This finding indicates that the training succeeded in fostering awareness of the psychological dimensions of the mentor's role. Second, several participants reported increased self-confidence after repeated simulations. One participant stated, "In the first session I still felt nervous and forgot the mentoring sequence, but after receiving feedback and trying again, I felt more comfortable delivering the material." This statement is consistent with the observation that initial difficulties in delivery and time management tended to decrease in subsequent simulations. Third, participants realized the importance of providing feedback empathetically. As stated by one participant, "I learned to understand that corrections from the facilitator do not mean blaming but help friends understand their shortcomings in a constructive way." This theme demonstrates the development of participants' awareness that feedback needs to be given clearly while still maintaining the mentee's feelings and self-esteem. These findings indicate that this activity not only enhances technical teaching skills but also fosters a deeper understanding of the psychosocial dimensions of the mentor's role.

Monitoring, Evaluation, and Obstacles Encountered

Monitoring was carried out by the service team throughout the activity through attendance recording, observation of participant engagement during the plenary and group discussion sessions, and observation of each micro teaching simulation using a rubric covering clarity of delivery, interaction with the "mentee", time management, and the provision of feedback. Evaluation was conducted using the three instruments described in the Implementation Method, namely the pre-post cognitive knowledge test, the observation of micro teaching quality, and the participants' written reflections. The monitoring results showed full attendance (100%) and consistently high participant engagement, while the evaluation results are presented in the preceding sub-sections.

Several obstacles were recorded during the activity. First, in the early simulations some participants had difficulty managing time, handling difficult questions, and keeping the "mentee" focused, and some felt nervous and lost the sequence of the session; these difficulties diminished after feedback from facilitators and peers. Second, the limited number of sessions and the short duration allotted to each participant restricted the opportunities for repeated practice. Third, the cognitive knowledge test did not detect a significant change, with widely varying pre-test scores, non-normally distributed difference scores, and the

possibility of a ceiling effect, which indicates that the instrument needs to be revised. Fourth, the small number of participants, the absence of a comparison group, and the fact that formal ethical approval had not yet been obtained limit how far the findings can be generalized. These obstacles were followed up as recommendations for the next implementation, as presented in the Conclusions and Recommendations.

Implications for Mentoring Programs in Higher Education

The need for a psychological preparation module for mentors. Mentoring programs in higher education should not focus solely on administrative and academic aspects but should also include psychoeducational modules that equip mentors with an understanding of their psychological roles, in line with findings that adequate mentor preparation contributes to the quality of the mentor-mentee relationship (Houghty et al., 2019).

Micro teaching as an effective training method. Micro teaching simulation has proven to be an effective method for developing teaching skills as well as building student confidence (Vionita & Andrizar, 2024; Wahyudi et al., 2026). This method can be adapted for training peer tutors, practicum assistants, or leaders of other Islamic study groups within the campus environment.

A replicable model. This series of activities can serve as a model for other study programs or student organizations wishing to develop a mentor preparation program, with adjustments to materials, duration, and evaluation instruments according to their respective contexts. This practical skills-based training approach is in line with a number of other community service activities that have demonstrated that structured training interventions can significantly improve participants' readiness and competence, both in the context of preparing students for employment (Hardiansyah et al., 2025) and in enhancing educators' competence in facilitating interactive learning (Kheyene et al., 2025).

Overall, the results of this activity reinforce the evidence that psychoeducation combined with guided practice is an effective psychological intervention strategy to prepare individuals for new roles that demand both emotional readiness and technical skills. In addition to teaching skills, the quality of attachment established between mentor and mentee from the outset of the mentoring process also plays an important role in determining how comfortable the mentee feels to open up, so strengthening the mentor's psychological readiness in turn also contributes to the overall quality of the mentoring relationship.

CONCLUSIONS AND RECOMMENDATIONS

The community service activity in the form of micro teaching training successfully strengthened the psychological readiness of peer mentor students of Islam at FISIP Mulawarman University. The increase in psychological readiness scores as well as improvements in micro teaching quality during subsequent simulation sessions indicate that a combined approach of psychoeducation and simulation practice is an effective strategy for preparing students to take on the role of mentor. Based on the results of this activity, the service team put forward several recommendations. First, the institutionalization of mentor training: universities or faculties can make such training a mandatory and ongoing activity for all students assigned as peer mentors, tutors, or practicum assistants, ideally with a longer duration for micro teaching simulations so that each participant has more opportunities to practice and receive feedback. Second, the development of a standardized mentor readiness

instrument: it is necessary to develop a mentor readiness instrument whose validity and reliability have been established, so that it can be used consistently for program evaluation purposes over time. Third, the expansion of the program's target audience and scale, for example by involving student mentors from other study programs within FISIP or more broadly at the university level, ideally accompanied by a comparison group to strengthen the evidence of the program's effectiveness. Fourth, further research is recommended to examine the long-term impact of this training on mentor performance, mentee satisfaction, as well as the academic and psychological outcomes of the students being mentored, including encouraging participants to begin applying the skills they have trained in actual mentee accompaniment sessions.

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ETHICAL APPROVAL

This study was conducted in accordance with ethical principles for research involving human participants. All participants were informed about the purpose and procedures of the study, the voluntary nature of their participation, the confidentiality of their information, and their right to withdraw from the study. Informed consent was obtained from all participants before the interviews were conducted. Participant identities were anonymized using initials in the reporting of the findings.

DECLARATION OF INTEREST

The authors declare that they have no competing interests or financial relationships that could have influenced the conduct, analysis, or reporting of this study.

TRANSPARENCY OF DATA

The data underlying this study consist of interview transcripts containing potentially identifiable information and are therefore not publicly available. All participants provided written informed consent before taking part in the study. Although the study did not receive formal approval from an institutional ethics committee, participants were informed about the study's purpose, the data collected, and their right to refuse or withdraw without consequences. Confidentiality was protected through de-identification, restricted data storage, and reporting that does not reveal participants' identities. Relevant de-identified excerpts may be made available by the corresponding author upon reasonable request, subject to participant confidentiality and applicable ethical and institutional requirements.

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THE STATEMENT ON THE USE OF AI

During the preparation of this manuscript, generative artificial intelligence tools were used solely to assist with language editing, grammatical improvement, and clarity of presentation. AI tools were not used to generate, fabricate, or alter research data, participant statements, empirical findings, or their interpretation. The authors reviewed and verified all AI-assisted text and remain fully responsible for the content, accuracy, interpretation, and final version of the manuscript.

AUTHORS' CONTRIBUTIONS

All authors contributions for this article.

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