

Module Descriptions

Module designation	Teaching Skills and Microteaching
Semester(s) in which the module is taught	4 th /Second Year
Person responsible for the module	Prof. Dr. Utiya Azizah, M.Pd.
Language	Bahasa Indonesia (Regular Class) Bahasa Inggris (Internasional Class)
Relation to curriculum	Compulsory course
Teaching methods	Project-Based Learning, 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3,18 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Students are able to apply pedagogical knowledge of chemistry related to curriculum, active-innovative learning methods, evaluation, and media use in teaching activities. 2. Students are skilled in communicating ideas and demonstrating basic teaching skills. 3. Students are skilled in designing and developing effective learning tools using learning resources, research results, and ICT. 4. Students are skilled in conducting microteaching simulations. 5. Students are able to develop themselves continuously based on evaluation results of macro teaching simulations.
Content	<ol style="list-style-type: none"> 1. Basic concepts of microteaching, 2. Integration of Pedagogical Content Knowledge, 3. Basic teaching skills: questioning skills, reinforcement, variation, explaining, opening and closing lessons, guiding small group discussions, classroom management, teaching small groups and individuals, and microteaching simulation.
Examination forms	Essay and Oral Presentation

Study and examination requirements	<p>Students are considered to be competent and pass if at least get 68.</p> <p>Assessment Recap (Project-Based Learning):</p> <table border="1" data-bbox="603 300 1273 573"> <thead> <tr> <th>Assessment Type</th> <th>Weight (%)</th> </tr> </thead> <tbody> <tr> <td>Participation Activities</td> <td>10%</td> </tr> <tr> <td>Project/Assignment (Program of Semester, Program of Year, Module Development)</td> <td>55%</td> </tr> <tr> <td>Practice/Performance (Microteaching Simulation)</td> <td>35%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </tbody> </table> <p>Grading Index: A = 85–100 A- = 80–84 B+ = 75–79 B = 70–74 B- = 65–69 C+ = 60–64 C = 55–59 D = 40–54 E = 0–39</p>	Assessment Type	Weight (%)	Participation Activities	10%	Project/Assignment (Program of Semester, Program of Year, Module Development)	55%	Practice/Performance (Microteaching Simulation)	35%	TOTAL	100%
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Reading list	<ol style="list-style-type: none"> 1. Khasanah, Uswatun. (2025). Pengantar Microteaching (Edisi Revisi). Sukoharjo: Tahta Media Group. 2. Wajdi, F., Sopratu, P., Fajar, A., La Mido, Randan, M. W., Safitri, N. L., Sembiring, D., Dawami, Rasyid, S., Halimah, L., Mulyani, M., & Martini, E. (2025). <i>Microteaching sebagai pengantar</i>. Bandung: Widina Media Utama. 3. Hartley J., 2017, <i>The Uses of Digital Literacy</i>, New York: Routledge Published. 4. Clark, R. C., & Mayer, R. E. (2008). <i>E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning</i> (2nd ed.). Pfeiffer/John Wiley & Sons. 										