UNIVERSITAS NEGERI YOGYAKARTA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF CHEMISTRY EDUCATION
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Bachelor of Education in Chemistry **MODULE HANDBOOK**

Module name:	**Micro-Teaching**
Module level, if applicable:	Undergraduate
Code:	MPK6209
Sub-heading, if applicable:	-
Classes, if applicable:	6
Semester:	6th
Module coordinator:	Drs. Heru Pratomo AL., M.Si.
Lecturer(s):	Drs. Heru Pratomo Al, M.Si. Dra. Regina Tutik Padmaningrum, M.Si. Dra. Lis Permana Sari, M.Si. Sukisman Purtadi, M.Pd. Dina, M.Pd. Dr. Antuni Wiyarsi, M.Sc. Marfuatun, M.Si. **Nur Fitriyana, M.Pd.** Metridewi Primastuti, M.Pd.
Language:	Bahasa Indonesia and English
Classification within the curriculum:	Compulsory Subject
Teaching format / class hours per week during the semester:	100 minutes lectures, 120 minutes individual study, and 120 minutes structured activities per week.
Workload:	Total workload is 90.67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes individual study per week for 16 weeks.
Credit points:	2 SKS (3 ETCS)
Prerequisites course(s):	General Chemistry, Chemistry for High School/ Vocational School, Review of Chemistry Curriculum, Chemistry Learning Assessment, Chemistry Learning Programme Development
Course Outcome:	After taking this course, the students are expected to be able to: CO1. Be kind and responsible and able to prepare all administrations to become chemistry teacher candidates CO2. Knowing the importance of doing micro-teaching, the concept of micro-teaching, and the implementation of micro-teaching. They are also expected to understand the prevailing curriculum spirit (student center with approaches, methods, learning models that are in accordance with the nature of chemistry as a process and product), determine the time allocation for each Basic Competency and each material topic in the form of an annual program and semester program, find out the format of learning design and other tools such as

<table>
<tr><td></td><td>student worksheets and presentations in accordance with the nature of chemistry and the demands of the applicable curriculum, understand good learning techniques (apperception techniques, questioning techniques, techniques for using a whiteboard, class management techniques, etc), and know the condition of students in schools where they are doing practice along with student handbooks, teacher administration in schools, teacher assignments in schools in addition to providing learning
CO3. Arrange learning designs that are in accordance with the applicable curriculum and show good performance in training to do learning in their groups with the guidance of lecturers who are competent in their fields</td></tr>
<tr><td>Content:</td><td>The micro-teaching course is a practical learning subject in front of peers in groups (each group of 7-10 students) and each group is guided by one or two lecturers who are competent in their fields. Before the practice of learning begins, it is given a micro-teaching orientation in the form of providing micro-teaching insights among others: Why, what, and how to implement micro-teaching; Overview of applicable curriculum and the spirit of learning; Review of applicable curriculum syllabus and determination of time allocation in the form of annual programs and semester programs; Discussion of examples of standard and complete Learning Preparation Planning (Student Worksheet); Observation to the school where students will carry out Field Experience Practices.</td></tr>
<tr><td>Study / exam achievements:</td><td>Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is marked very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not taken into account in the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:
<table>
<tr><th>No</th><th>CO</th><th>Assessment Object</th><th>Assessment Technique</th><th>Weight</th></tr>
<tr><td>1</td><td>CO1, CO2, CO3.</td><td>Designing the learning administration</td><td>Written task</td><td>20%</td></tr>
<tr><td></td><td></td><td>Implementation of the Lesson Plan</td><td>Written task</td><td>20%</td></tr>
<tr><td></td><td></td><td>Microteaching</td><td>Practice</td><td>40%</td></tr>
<tr><td></td><td></td><td>Final Exam</td><td>Written Test</td><td>20%</td></tr>
<tr><td colspan="3"></td><td>Total</td><td>100%</td></tr>
</table></td></tr>
<tr><td>Forms of media:</td><td>Board, LCD Projector, Laptop/Computer</td></tr>
<tr><td>References:</td><td>Tim PP PPL PKL LPPMP UNY. (2015). Panduan Pengajaran Mikro UNY: UNY.
Sukarna, I. M. (2015). Pembekalan Pengajaran Mikro Jurusan Pendidikan Kimia FMIPA UNY.
Ministry of Education. (2018). Permendikbud no 37 tentang KI-KD SMA. Jakarta: Kementerian Pendidikan dan</td></tr>
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	Kebudayaan Suggested Reading Bulte, A. M. W., Westbroek, H. B., de-Jong, O., & Pilot, A. (2006). A research approach to designing chemistry education using authentic practices as contexts *International Journal of Science Education, 28*(9), 1063-1086. Bakir, S. (2014). The effect of microteaching on the teaching skills of pre-service science teachers. *Journal of Baltic Science Education, 13*(6), 789-801. Uzuntiryaki-Kondakci, E., Demirdogen, B., Akin, F. N., Tarkin, A., & Aydin-Gunbatar, S. (2017). Exploring the complexity of teaching: The interaction between teacher self-regulation and pedagogical content knowledge. *Chem. Educ. Res. Pract., 18*, 250-270. http://dx.doi.org/10.1039/c6rp00223d D'Alessio, M. A. (2018). The effect of Microteaching on Science Teaching Self-Efficacy Beliefs in Preservice Elementary Teachers. *Journal of Science Teacher Education, 29*(6), 441-467. https://doi.org/10.1080/1046560X.2018.1456883

PLO and CO mapping

	PLO					
	Attitude		**Knowledge**	**Specific Skill**	**General Skill**	
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**
CO1	√					
CO2			√		√	
CO3				√		