



MICROTEACHING LABORATORY PROFILE



MASTER'S PROGRAM IN PRIMARY EDUCATION



FACULTY OF TEACHER TRAINING AND EDUCATION



SULTAN AGUNG ISLAMIC UNIVERSITY (UNISSULA)

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UNISSULA

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1. INTRODUCTION

The Microteaching Laboratory of the Master's Program in Primary Education, Faculty of Teacher Training and Education, Sultan Agung Islamic University (UNISSULA), is an academic facility designed to support the development of pedagogical, professional, technological, reflective, and innovative competencies of graduate students in primary education.

The laboratory serves as a practice-oriented learning environment where students can develop, implement, observe, assess, and improve their teaching performance through systematic microteaching activities. It provides opportunities for students to simulate authentic primary school learning situations before applying their competencies in real educational settings.

As part of the academic support system of the Master's Program in Primary Education, the Microteaching Laboratory supports the implementation of **Outcome-Based Education (OBE)** by connecting learning outcomes, learning activities, teaching practices, authentic assessment, feedback, reflection, and continuous improvement.

The laboratory is also utilized to support the development of innovative learning models, instructional media, digital learning, artificial intelligence (AI)-assisted education, project-based learning, and **deep learning (pembelajaran mendalam)**. These activities are integrated with the distinctive values of UNISSULA, particularly **BudAI (Islamic Academic Culture)** and the character of **Khaira Ummah**.

2. LABORATORY PROFILE

The Microteaching Laboratory is an academic facility managed by the Master's Program in Primary Education to facilitate teaching practice, learning innovation, educational research, assessment, and professional development.

Laboratory Identity

No.	Component	Description
1	Laboratory Name	Microteaching Laboratory
2	Study Program	Master's Program in Primary Education
3	Faculty	Faculty of Teacher Training and Education
4	University	Sultan Agung Islamic University (UNISSULA)
5	Laboratory Type	Academic and Instructional Practice Laboratory
6	Main Function	Teaching practice, learning innovation, research, assessment, and reflection
7	Main Users	Master's students, lecturers, researchers, and educational partners
8	Learning Approach	Outcome-Based Education (OBE)
9	Supporting Approaches	Project-Based Learning, Deep Learning, Digital Learning, and AI-Assisted Learning
10	Institutional Values	Islamic Academic Culture (BudAI) and Khaira Ummah

The laboratory is designed to provide a flexible and collaborative learning environment that enables students to practice various instructional strategies and teaching scenarios relevant to primary education.

3. OBJECTIVES OF THE MICROTEACHING LABORATORY

The Microteaching Laboratory is established and utilized to achieve the following objectives:

1. To develop students' pedagogical and professional teaching competencies.
2. To provide opportunities for students to practice teaching skills in a controlled academic environment.
3. To develop students' ability to design and implement innovative learning activities.
4. To strengthen students' competence in selecting and utilizing instructional media and educational technology.
5. To develop students' ability to conduct authentic and performance-based assessment.
6. To facilitate reflective teaching practices and continuous professional improvement.
7. To support the implementation of Outcome-Based Education (OBE).
8. To facilitate project-based learning and deep learning approaches.
9. To encourage the integration of digital technology and artificial intelligence into primary education.
10. To support educational research and the development of innovative learning products.
11. To strengthen Islamic values and character development through the integration of BudAI principles.
12. To prepare graduates to become professional, innovative, reflective, and globally competitive primary education practitioners and educational leaders.

4. FUNCTIONS OF THE MICROTEACHING LABORATORY

The Microteaching Laboratory has several strategic functions as follows:

4.1 Teaching and Learning Function

The laboratory supports students in practicing teaching skills, instructional strategies, classroom management, communication, assessment, and the use of instructional media.

4.2 Professional Development Function

The laboratory provides an environment for students to develop professional teaching competencies through repeated practice, observation, feedback, and reflection.

4.3 Learning Innovation Function

The laboratory supports the development and testing of innovative instructional models, teaching materials, learning media, educational games, digital learning resources, and technology-based learning.

4.4 Research Function

The laboratory can be utilized as a setting for educational research, particularly research related to instructional design, teaching strategies, learning media, assessment, technology integration, and primary education.

4.5 Assessment Function

The laboratory supports performance-based assessment through observation sheets, teaching-performance rubrics, peer assessment, lecturer assessment, self-assessment, and reflective activities.

4.6 Collaboration Function

The laboratory provides opportunities for collaborative learning among students, lecturers, schools, teachers, and other educational stakeholders.

5. LABORATORY FACILITIES

The Microteaching Laboratory is supported by facilities that enable students to conduct teaching simulations, presentations, observations, documentation, reflection, and instructional innovation.

No.	Facility	Main Utilization
1	Smart TV/Interactive Digital Display	Presentation of learning materials, videos, simulations, and interactive media
2	LCD Projector	Teaching practice, presentations, and multimedia learning
3	Computer/Laptop	Development and presentation of learning materials and digital media
4	Whiteboard	Explanation and demonstration of learning concepts
5	Flexible Tables and Chairs	Individual, pair, group, and collaborative learning
6	Audio Equipment	Teaching communication, presentations, and multimedia activities
7	Documentation Equipment	Recording teaching practice and learning activities
8	Internet Access	Access to digital resources, learning platforms, and AI-based educational tools
9	Adequate Lighting	Supporting visibility and learning comfort
10	Air Conditioning	Maintaining a comfortable learning environment
11	Learning Media	Supporting demonstrations, simulations, and teaching practice
12	Teaching Materials	Supporting instructional design and teaching activities
13	Assessment Instruments	Supporting observation, assessment, and performance evaluation
14	Reflection Facilities	Supporting feedback, reflection, and self-evaluation
15	Digital Learning Facilities	Supporting technology-based instructional practices
16	AI-Supported Learning Facilities	Supporting exploration and development of AI-assisted learning
17	Collaborative Learning Space	Supporting discussion, teamwork, and project-based activities

The quantity, specifications, condition, and utilization of each facility are documented through laboratory inventory and maintenance records.

6. ACADEMIC ACTIVITIES

The Microteaching Laboratory is utilized for various academic activities, including:

No.	Activity	Description
1	Microteaching Practice	Simulation of teaching activities in primary education
2	Teaching Demonstration	Demonstration of instructional strategies and learning models
3	Instructional Design Practice	Development of lesson plans, teaching modules, and learning scenarios
4	Learning Media Development	Development and testing of instructional media
5	Digital Learning Practice	Integration of digital platforms and educational technology
6	AI-Assisted Learning	Exploration of appropriate AI applications in education
7	Project-Based Learning	Development of learning projects and educational products
8	Deep Learning Activities	Exploration, investigation, collaboration, reflection, and contextual learning
9	Assessment Practice	Development and implementation of authentic assessment
10	Peer Teaching	Teaching practice observed and assessed by peers
11	Reflection Sessions	Evaluation and reflection on teaching performance
12	Educational Research	Research and development of learning innovations
13	Workshops and Training	Professional development activities
14	Academic Presentations	Presentation of research and educational innovation
15	Collaborative Activities	Collaboration with schools, teachers, and educational stakeholders

7. MICROTEACHING IMPLEMENTATION MECHANISM

Microteaching activities are conducted systematically through the following stages:

Stage 1 – Planning

Students identify learning objectives, learning outcomes, learner characteristics, instructional strategies, learning resources, media, and assessment methods.

Stage 2 – Preparation

Students prepare teaching materials, learning scenarios, instructional media, assessment instruments, and classroom activities.

Stage 3 – Teaching Practice

Students conduct simulated teaching activities in the laboratory based on the planned learning scenario.

Stage 4 – Observation

Lecturers and peers observe the teaching performance using structured observation instruments and performance rubrics.

Stage 5 – Feedback

Students receive constructive feedback concerning instructional delivery, classroom management, communication, media utilization, assessment, and learning engagement.

Stage 6 – Reflection

Students analyze their strengths, weaknesses, challenges, and areas for improvement.

Stage 7 – Improvement

Students revise their teaching strategies, instructional materials, media, and assessment instruments based on feedback.

Stage 8 – Evaluation

The final teaching performance is evaluated based on predetermined criteria and learning outcomes.

Microteaching Cycle

Planning → Preparation → Teaching Practice → Observation → Feedback → Reflection → Improvement → Evaluation

This cycle emphasizes continuous improvement and supports the development of reflective teaching professionals.

8. INTEGRATION WITH OUTCOME-BASED EDUCATION (OBE)

The utilization of the Microteaching Laboratory is aligned with the principles of Outcome-Based Education.

The implementation follows the sequence:

Graduate Learning Outcomes (CPL) → Course Learning Outcomes (CPMK) → Sub-CPMK → Learning Activities → Teaching Performance → Assessment → Feedback → Reflection → Improvement

The laboratory provides an authentic environment for students to demonstrate the competencies expected in the curriculum.

Table 1. Alignment with OBE

OBE Component	Laboratory Implementation
CPL	Development of pedagogical, professional, technological, research, and character competencies
CPMK	Teaching practice and achievement of course-specific competencies
Sub-CPMK	Specific teaching skills demonstrated through practical activities
Learning Activities	Practice, simulation, collaboration, discussion, and reflection
Performance	Teaching demonstration and instructional product development
Assessment	Rubrics, observation, peer assessment, self-assessment, and lecturer assessment
Feedback	Lecturer and peer feedback
Reflection	Self-evaluation and reflective learning
Improvement	Revision and repetition of teaching practice

9. CONTRIBUTION TO CPL AND CPMK ACHIEVEMENT

The Microteaching Laboratory contributes directly to the achievement of student learning outcomes, particularly competencies related to:

1. Pedagogical competence.
2. Professional competence.
3. Instructional design competence.
4. Learning assessment competence.
5. Digital literacy.
6. Educational technology competence.
7. Research competence.
8. Problem-solving and critical thinking.
9. Communication and collaboration.
10. Reflective practice.
11. Innovation and creativity.
12. Islamic character and professional ethics.

The specific mapping between CPL, CPMK, Sub-CPMK, courses, and laboratory activities is adjusted to the curriculum documents applicable to the Master's Program in Primary Education.

10. INTEGRATION OF DIGITAL TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

The Microteaching Laboratory supports the development of students' digital competencies through the utilization of educational technology.

Students are encouraged to explore appropriate digital technologies for:

- developing instructional presentations;
- creating interactive learning media;
- developing digital teaching materials;
- designing educational games;
- accessing digital learning resources;
- conducting virtual or blended learning;
- developing assessment instruments;
- analyzing learning data;
- designing personalized learning activities; and
- exploring responsible AI-assisted learning.

The integration of AI emphasizes **ethical, responsible, critical, and pedagogically meaningful use of technology**, rather than merely using technology as a substitute for conventional learning activities.

11. INTEGRATION OF PROJECT-BASED LEARNING AND DEEP LEARNING

The laboratory supports project-based and deep learning activities through:

1. authentic educational problems;
2. contextual learning situations;
3. exploration and investigation;
4. collaborative problem-solving;
5. development of educational products;
6. presentation of project outcomes;
7. feedback and peer review;
8. reflection; and
9. revision and continuous improvement.

Through these activities, students are expected not only to understand educational concepts but also to apply, analyze, evaluate, create, and reflect on their learning experiences.

12. INTEGRATION OF BUD.AI AND ISLAMIC VALUES

The Microteaching Laboratory supports the implementation of UNISSULA's Islamic Academic Culture (BudAI) by integrating Islamic values into teaching practice and professional development.

Value	Laboratory Implementation
Islamic character	Integration of Islamic values into learning activities
Integrity	Honest and responsible academic practice
Discipline	Punctuality and compliance with laboratory procedures
Responsibility	Responsibility for teaching preparation and performance
Cooperation	Collaborative learning and peer teaching
Respect	Respectful communication and appreciation of diversity
Excellence	Continuous improvement of teaching performance
Reflection	Self-evaluation and improvement based on feedback
Khaira Ummah	Development of educators who contribute positively to society

The integration of BudAI is implemented contextually according to the learning objectives and characteristics of each course.

13. RESEARCH AND DEVELOPMENT OF LEARNING INNOVATION

The Microteaching Laboratory can function as a supporting facility for research and development activities in primary education.

Research activities may include:

- development of instructional models;
- development of learning media;
- development of teaching materials;
- development of educational games;
- digital learning research;
- AI-assisted learning research;
- classroom interaction studies;
- assessment research;
- learning technology research;
- student engagement studies;
- project-based learning research;
- deep learning research; and
- development research using appropriate R&D methodologies.

The results of research and innovation may be developed into:

- journal articles;
- conference papers;
- teaching materials;
- instructional media;
- educational products;
- ISBN-registered books;
- intellectual property rights (HKI);
- learning modules; and
- innovative learning resources.

14. CONTRIBUTION TO THE THREE PILLARS OF HIGHER EDUCATION

The laboratory supports the implementation of the three pillars of higher education (**Tri Dharma Perguruan Tinggi**).

Tri Dharma Component	Laboratory Contribution
Education	Teaching practice, microteaching, instructional design, assessment, and learning innovation
Research	Educational research, instructional innovation, development studies, and experimentation
Community Service	Training, mentoring, workshops, and educational assistance for schools and communities

Through these activities, the laboratory functions not only as a teaching facility but also as a center for educational innovation and professional development.

15. QUALITY ASSURANCE AND PPEPP

The management and utilization of the Microteaching Laboratory are aligned with the principles of continuous quality improvement through the **PPEPP cycle**:

Penetapan → Pelaksanaan → Evaluasi → Pengendalian → Peningkatan

PPEPP Stage	Laboratory Implementation
Penetapan	Establishment of laboratory standards, procedures, and utilization targets
Pelaksanaan	Implementation of laboratory activities according to standards
Evaluasi	Evaluation of facilities, activities, student performance, and user satisfaction
Pengendalian	Follow-up on findings and corrective actions
Peningkatan	Improvement of facilities, services, learning activities, and management

Evaluation data may include:

- laboratory utilization;
- student performance;
- lecturer observations;
- student satisfaction;
- facility condition;
- learning outcomes;
- feedback from users; and
- follow-up actions.

16. DOCUMENTATION AND EVIDENCE OF UTILIZATION

To support academic accountability and accreditation requirements, laboratory activities should be documented systematically.

No.	Evidence	Description
1	Laboratory Schedule	Schedule of laboratory utilization
2	Attendance List	Documentation of users and participants
3	Teaching Practice Documentation	Photos/videos of microteaching activities
4	Observation Sheets	Lecturer and peer observation instruments
5	Assessment Rubrics	Teaching performance assessment
6	Student Work	Teaching materials and instructional products
7	Reflection Reports	Student reflection after teaching practice
8	Laboratory Logbook	Record of laboratory activities
9	Facility Inventory	Inventory and condition of laboratory equipment
10	Maintenance Records	Maintenance and facility improvement records
11	Satisfaction Survey	Feedback from students and lecturers
12	Research Documentation	Evidence of research activities
13	Innovation Products	Learning media, modules, books, HKI, and other products
14	Follow-Up Reports	Documentation of improvement activities

17. LABORATORY UTILIZATION INDICATORS

The effectiveness of laboratory management and utilization can be monitored through measurable indicators.

Indicator	Measurement
Laboratory utilization	Frequency of laboratory use per semester
Student participation	Percentage of students participating in activities
Teaching practice	Number of microteaching sessions
Learning innovation	Number of instructional products developed
Digital integration	Number of activities utilizing digital technology
AI integration	Number of relevant AI-supported learning activities
Research utilization	Number of research activities conducted
User satisfaction	Student and lecturer satisfaction level
Assessment implementation	Availability and use of performance rubrics
Documentation	Completeness of laboratory records
Improvement	Number of follow-up and improvement activities

18. MANAGEMENT AND DEVELOPMENT STRATEGY

The development of the Microteaching Laboratory is directed toward creating a modern, innovative, technology-supported, and quality-oriented academic learning environment.

The development strategy includes:

1. Periodic evaluation of laboratory facilities.
2. Improvement of instructional technology.
3. Development of digital and interactive learning resources.
4. Strengthening AI literacy for educational purposes.
5. Development of standardized microteaching procedures.
6. Strengthening performance-based assessment.
7. Improvement of lecturer and student competencies.
8. Collaboration with primary schools and educational institutions.
9. Utilization of laboratory facilities for educational research.
10. Development of innovative learning products.
11. Strengthening documentation and laboratory information systems.
12. Continuous improvement based on evaluation results and stakeholder feedback.

19. EXPECTED IMPACT

The effective utilization of the Microteaching Laboratory is expected to contribute to:

For Students

- improved teaching competence;
- stronger instructional design skills;
- better communication skills;
- stronger classroom management competence;
- improved digital literacy;
- increased creativity and innovation;
- stronger reflective practice; and
- stronger Islamic character.

For Lecturers

- improved learning quality;
- opportunities for instructional innovation;
- research and development opportunities; and
- improved assessment practices.

For the Study Program

- stronger implementation of OBE;
- improved achievement of CPL and CPMK;
- stronger evidence for academic quality assurance;
- increased educational innovation;
- strengthened research productivity; and
- stronger accreditation performance.

For Schools and Society

- dissemination of innovative educational practices;
- professional development opportunities;
- development of educational resources; and
- stronger university-school partnerships.

20. DISTINCTIVE FEATURES OF THE MICROTEACHING LABORATORY

The Microteaching Laboratory of the Master's Program in Primary Education is characterized by the integration of:

Primary Education + OBE + Microteaching + Learning Innovation + Digital Technology + AI + Project-Based Learning + Deep Learning + Research + BudAI + Khaira Ummah

This integrated approach distinguishes the laboratory from a conventional teaching-practice facility.

The laboratory is designed not merely as a place for students to practice teaching, but as an **academic innovation environment** where students learn to design, implement, evaluate, reflect on, and improve educational practices.

21. CONCLUSION

The Microteaching Laboratory of the Master's Program in Primary Education, Faculty of Teacher Training and Education, Sultan Agung Islamic University, serves as an important academic facility for strengthening students' professional and pedagogical competencies.

Through systematic teaching practice, observation, feedback, reflection, assessment, and continuous improvement, the laboratory supports the achievement of graduate learning outcomes and the implementation of Outcome-Based Education.

The integration of digital technology, artificial intelligence, project-based learning, deep learning, educational research, and Islamic values through BudAI further strengthens the laboratory's role as a center for learning innovation and professional development.

Therefore, the Microteaching Laboratory is expected to contribute significantly to the development of graduates who are **competent, innovative, reflective, technologically adaptive, research-oriented, globally competitive, and grounded in Islamic values**, in accordance with the vision and distinctive characteristics of the Master's Program in Primary Education.

22. RECOMMENDED SUPPORTING DOCUMENTS

For accreditation and quality assurance purposes, the Microteaching Laboratory profile should ideally be supported by the following documents:

1. Laboratory Management Decree;
2. Laboratory Organizational Structure;
3. Laboratory Standard Operating Procedures (SOP);
4. Laboratory Utilization Guidelines;
5. Laboratory Schedule;
6. Facility and Equipment Inventory;
7. Facility Maintenance Records;
8. Microteaching Assessment Rubrics;
9. Observation and Reflection Instruments;
10. CPL–CPMK–Sub-CPMK Mapping;
11. Laboratory Utilization Records;
12. Student Attendance Records;
13. Documentation of Teaching Practice;
14. Student Learning Products;
15. Research Documentation;
16. User Satisfaction Survey;
17. Laboratory Evaluation Report;
18. Follow-Up and Improvement Plan;
19. Evidence of Digital and AI-Based Learning Activities; and
20. Evidence of integration of BudAI and Islamic values.