

# Enhancing Teacher Readiness: Micro-Teaching Practices During Curriculum Transition at UIN Walisongo Semarang

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## Abstract

### Keywords:

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Pedagogical Skills.

This research report examines micro-teaching implementation in the context of curriculum transition at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang. The study aims to analyze the design, execution, and evaluation of micro-teaching practices during the shift from the 2013 Curriculum to the Merdeka Curriculum. The significance of this research lies in its focus on preparing future educators to utilize both curricula in their teaching practices effectively. By engaging in micro-teaching, students develop essential teaching skills, enhance their communication abilities, and gain practical experience in classroom management. This study highlights students' challenges and opportunities as they adapt to new educational frameworks, emphasizing the importance of hands-on training in fostering professional competencies. The findings are intended to contribute to developing a micro-teaching guide and serve as a reference for improving micro-teaching practices at UIN Walisongo and beyond. Ultimately, this research underscores the critical role of effective teacher preparation programs in enhancing educational quality and meeting the demands of contemporary teaching environments.

### Kata Kunci:

Micro-Teaching, Curriculum  
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### Abstrak.

Penelitian ini mengkaji implementasi micro-teaching dalam konteks transisi kurikulum di Fakultas Tarbiyah dan Keguruan, UIN Walisongo Semarang. Studi ini bertujuan untuk menganalisis desain, pelaksanaan, dan evaluasi praktik micro-teaching selama peralihan dari Kurikulum 2013 ke Kurikulum Merdeka. Signifikansi penelitian ini terletak pada fokusnya dalam mempersiapkan calon pendidik untuk memanfaatkan kedua kurikulum tersebut secara efektif dalam praktik pengajaran mereka. Dengan terlibat dalam micro-teaching, mahasiswa mengembangkan keterampilan mengajar yang penting, meningkatkan kemampuan komunikasi, dan memperoleh pengalaman praktis dalam manajemen kelas. Studi ini menyoroti tantangan dan peluang mahasiswa saat mereka beradaptasi dengan kerangka pendidikan baru, menekankan pentingnya pelatihan praktik langsung dalam menumbuhkan kompetensi profesional. Temuan ini dimaksudkan untuk berkontribusi pada pengembangan panduan micro-teaching dan berfungsi sebagai referensi untuk meningkatkan praktik micro-teaching di UIN Walisongo dan seterusnya. Pada akhirnya, penelitian ini menggarisbawahi peran penting program persiapan guru yang efektif dalam meningkatkan kualitas pendidikan dan memenuhi tuntutan lingkungan pengajaran kontemporer..

## INTRODUCTION

Education plays a central role in shaping the quality of human resources and determining the long-term development of a nation. In Indonesia, this role is currently challenged by major educational reforms, particularly the transition from the 2013 Curriculum to the Merdeka Curriculum (Fadil et al., 2023; Listiyowati et al., 2023). This transition not only changes learning

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objectives and assessment systems, but also fundamentally transforms pedagogical approaches by emphasizing differentiated instruction, project-based learning, independent learning, and higher-order thinking skills. For teacher education institutions, especially Faculties of Tarbiyah and Teacher Training (FITK) at State Islamic Universities such as UIN Walisongo Semarang, these changes demand serious adaptation in preparing future teachers. In reality, many pre-service teachers still encounter difficulties in integrating pedagogical theory with contextual classroom practice, especially during periods of curriculum transition (J. M. Allen & Wright, 2014; Schiera, 2019). Limited opportunities for authentic teaching practice often result in uncertainty and lack of readiness to implement the Merdeka Curriculum effectively (Hanum & Dalimunte, 2025; Sutinah et al., 2024). If this issue is not addressed, graduates of teacher education programs may struggle to meet curriculum demands, which in turn risks reducing the quality of learning and Islamic education outcomes in madrasahs.

Numerous studies have examined micro-teaching as a strategic component of teacher education, highlighting its role in developing pedagogical competence, teaching confidence, and reflective skills among pre-service teachers (Deocampo, 2024; Iliasova et al., 2025). Previous research consistently demonstrates that micro-teaching allows students to practice basic teaching skills in a controlled environment while receiving structured feedback from peers and instructors (Iliasova et al., 2025; Ledger & Fischetti, 2020; Tam, 2024). Studies conducted in Islamic higher education contexts reveal that micro-teaching contributes positively to the mastery of lesson planning, classroom management, questioning techniques, and instructional delivery (Mubarok et al., 2026; Ramang, 2023). Other scholars emphasize that micro-teaching supports experiential learning by encouraging reflection and continuous improvement in teaching performance (Salih & Barzani, 2025). Additionally, micro-teaching has been recognized as an effective bridge between theoretical coursework and real classroom practice. However, most existing studies focus on measuring the effectiveness of micro-teaching in a single curriculum setting or on specific subject areas (Portia Dikgwatle & Mpho Portia Dikgwatle, 2024). Very few studies explicitly address how micro-teaching functions during periods of curriculum transition, particularly within PTKIN environments that must simultaneously respond to national education reforms and Islamic education characteristics.

Based on these conditions, this study aims to analyze the design, implementation, and evaluation of micro-teaching practices at the Faculty of Tarbiyah and Teacher Training (FITK) UIN Walisongo Semarang during the transition from the 2013 Curriculum to the Merdeka Curriculum. Specifically, this research seeks to examine how micro-teaching is designed to accommodate dual curriculum demands, how it is implemented across different study programs, and how student teaching performance is evaluated. The study is theoretically grounded in competency-based education, which emphasizes pedagogical, professional, social, and personal competencies, and is analytically framed using Kolb's Experiential Learning Theory. Through this framework, micro-teaching is understood as a learning cycle consisting of concrete teaching experience, reflective observation through feedback, abstract conceptualization in lesson planning, and active experimentation in subsequent teaching practice. By focusing on these aspects, the study aims to provide a comprehensive understanding of how micro-teaching supports the preparation of prospective teachers in adapting to ongoing curriculum reform.

Despite extensive discussions on micro-teaching in teacher education literature, a clear research gap remains regarding qualitative analyses of micro-teaching practices during curriculum transition periods, particularly within State Islamic Higher Education Institutions. Previous studies

tend to emphasize outcomes or effectiveness without deeply examining the instructional design, implementation mechanisms, and evaluation systems of micro-teaching in transitional contexts. Moreover, limited attention has been given to the perspectives of both lecturers and students in understanding how micro-teaching responds to the coexistence of different curriculum frameworks. This study addresses that gap by employing a qualitative approach with thematic analysis of semi-structured interviews involving lecturers and students at FITK UIN Walisongo Semarang. By systematically exploring the design, implementation, and evaluation of micro-teaching during the transition from the 2013 Curriculum to the Merdeka Curriculum, this research offers a contextual and in-depth contribution to the field. The findings are expected to enrich theoretical discussions on experiential learning in teacher education and provide practical insights for improving micro-teaching as a strategic pedagogical tool in times of curriculum change.

## **METHOD**

This research uses a qualitative approach with a case study design (Bogdan & Biklen, 1998; Creswell et al., 2007). This study aims to examine in depth the implementation of micro-teaching during the transition from the 2013 Curriculum to the Independent Curriculum at the Faculty of Islamic Education and Teacher Training (FITK) of UIN Walisongo Semarang. A qualitative approach was chosen because it allows researchers to comprehensively understand the process, meaning, and dynamics of micro-teaching practices in the context of curriculum policy changes, which cannot be adequately explained through a quantitative approach. This research design is a single case study that focuses on the implementation of micro-teaching as part of the prospective teacher education program at FITK UIN Walisongo Semarang. The study focuses on three main aspects: planning, implementation, and evaluation of micro-teaching within the Independent Curriculum framework. The research was conducted in a natural setting without any manipulation of the learning process, so that the resulting findings represent actual empirical conditions.

The data sources in this study consist of primary data and secondary data (Gerring, 2017). Primary data was obtained through participatory observation, in-depth interviews, and academic discussions with parties directly involved in the implementation of micro-teaching (Alordiah & Oji, 2024). Observations were conducted to identify learning patterns, teaching strategies, the use of teaching tools, and the forms of assessment applied in micro-teaching. In-depth interviews were used to explore informants' experiences, perceptions, and understanding regarding the adaptation of micro-teaching to the demands of the Independent Curriculum. Secondary data was obtained through documentation studies, which included curriculum policy documents, Semester Learning Plans (RPS), micro-teaching modules, evaluation instruments, and academic guidelines applicable at the faculty and university levels. Documentation data was used to strengthen, supplement, and verify primary data. Informants were determined using a purposive sampling technique, namely the deliberate selection of informants based on criteria of relevance and direct involvement in the research object. Research informants included lecturers teaching micro-teaching courses, managers or coordinators of micro-teaching programs, and student teachers who were or had participated in micro-teaching during the curriculum transition period. The main criteria for selecting informants were experience, knowledge, and active roles in the planning, implementation, and evaluation of Independent Curriculum-based micro-teaching.

Data analysis refers to an interactive analysis model which includes three stages, namely data reduction, data presentation, and drawing conclusions (Miles et al., 2014). In the data

reduction stage, researchers select and focus data relevant to the research objectives. The data is then presented in the form of a thematic narrative to identify patterns, relationships, and trends in the findings. The conclusion-drawing stage is conducted simultaneously with the data collection process to ensure consistency and depth of analysis. Data validity is maintained through triangulation of techniques and sources, as well as cross-checking of interview data with informants (member checking) to increase the credibility of the research findings (Yin, 1992).

## RESULTS AND DISCUSSION

### Result

The present study analyzed the micro-teaching practices during the transition from the 2013 Curriculum to the Merdeka Curriculum at the Faculty of Tarbiyah and Teacher Training (FITK), UIN Walisongo Semarang. The results are organized into three main components: interview findings, observational data, and documentation analysis.

Micro teaching course learning at FITK UIN Walisongo, is a course that must be taken in all majors in the undergraduate program, with varying credit weights as follows:

**Table 1. Micro Teaching Course**

No.	Department	Course Name	Course Code	Credit
1	Islamic Religious Education	Micro-Learning Practice	PAI 604040	4
2	Arabic Language Education	Al-Ta`lim al-Mushaghghar	PBA 602017	4
3	Islamic Education Management	Micro Teaching	MPI 603059	3
4	English Language Education	Micro Teaching	PBI 6439	4
5	Madrasah Ibtidaiyah Teacher Education	Micro Teaching	GMI 604057	4
6	Early Childhood Islamic Education	Micro Teaching	PUD-604048	4

Micro teaching learning design is adjusted to the Semester Learning Plan that has been designed by the Micro Teaching or Micro Learning Lecturer. The following interview excerpts from seven lecturers at FITK UIN Walisongo reveal the structured lesson materials used in micro-teaching courses across various departments. These materials consistently emphasize foundational teaching concepts before transitioning to practical applications, with adaptations for specific curricula like Merdeka and department needs

**Table 2 Lesson Materials**

No.	Lecturer's initials	Department	Interview Results
1	Lecturer 1	Islamic Religious Education & Early Childhood	"In my class, the materials start from the concept of Professional Teacher, followed by Teacher Competence, Basic Teaching Skills, Scientific Approach, lesson plan development, and end with Practice of Basic Teaching Skills and Learning

		Islamic Education	Practices. Everything is designed so students practice immediately after theory."
2	Lecturer 2	Islamic Religious Education	"I teach the Importance of Micro-Learning first, then Professional Teacher, Teacher Competence, Basic Teaching Skills, Lesson Planning Techniques, Lesson Plans and Teaching Modules, as well as Practice of Basic Teaching Skills and Learning Practices. The focus is on developing comprehensive teaching modules."
3	Lecturer 3	Arabic Language Education	"My materials cover Professional Teacher, Teacher Competence, Basic Teaching Skills, specifically 5M 4C Skills in Arabic, Review of Arabic Language Materials for MI/MTs/MA, Lesson Plan, and Practice of Basic Teaching Skills and Learning Practices. Emphasis on contextual Arabic language skills."
4	Lecturer 4	Islamic Education Management	"I deliver Professional Teacher, Teacher Competence, Basic Teaching Skills, Importance of Micro-Learning, Active Learning and its Learning Models, then directly Lesson plan/teaching module Practice including Basic Teaching Skills and Learning Practices. Students learn active learning models."
5	Lecturer 5	English Language Education	"Materials include Professional Teacher, Teacher Competence, Basic Teaching Skills, Application of Eclectic Method and 21st Century Skills, Lesson Plan, and Practice of Basic Teaching Skills and Learning Practices. Integrating 21st-century skills is crucial for PBI."
6	Lecturer 6	Madrasah Ibtidaiyah Teacher Education	"I start with Basic Concepts of Micro Teaching, Professional Teacher, Teacher Competence, Basic Teaching Skills, Active Learning, Independent Curriculum Teaching Module Development, and Practice of Basic Teaching Skills, Active Learning Models and Learning Practices. Aligned with the Merdeka Curriculum."
7	Lecturer 7	Madrasah Ibtidaiyah Teacher Education	"My materials are Professional Teacher, Teacher Competence, Basic Teaching Skills, Importance of Micro-Learning, Active Learning and its Learning Models, as well as Lesson plan/teaching module Practice of Basic Teaching Skills and Learning Practices. Similar to Lecturer 6 but more emphasis on the importance of micro-learning."

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with core concepts like Professional Teacher and Basic Teaching Skills, progressing to curriculum-specific elements (such as 5M 4C for Arabic, 21st-century skills for English, or Merdeka module development for PGMI), and culminating in hands-on practices. This structure supports experiential learning by bridging theory to immediate application, with variations like active learning models and scientific approaches tailored to departmental needs and the dual-curriculum transition at FITK UIN Walisongo Semarang.

All lecturers teaching Micro-Teaching or Micro-Learning courses incorporate both theoretical and practical components in their instruction. The theoretical content typically covers topics such as professional teacher characteristics, teacher competencies, the significance of micro-learning, basic teaching skills, various learning approaches (including scientific, problem-based, project-based, and differentiated learning), learning models (such as cooperative and active learning), instructional tools (like lesson implementation plans, teaching modules, material development, and learning media), and material reviews, while practical activities focus on practicing basic teaching skills and conducting micro-teaching sessions.

Micro-teaching implementation across FITK UIN Walisongo departments during the 2013-to-Merdeka Curriculum transition follows a consistent pattern of theoretical introduction followed by structured peer-observed practices, adapted to each program's disciplinary focus and curriculum demands. Lecturers emphasize foundational skills like professional competencies and lesson planning before hands-on sessions with immediate feedback, ensuring students gain confidence in dual-curriculum contexts.

In PAI, as Lecturer 2 explains, "In PAI, we start micro-teaching with professional teacher concepts and basic skills, grouping students to practice eight core skills like opening/closing lessons and discussion management. Each student does two full micro-teaching sessions where they must prepare their own lesson plan and teaching media; peers conduct observations and provide feedback immediately after each session, and I give the final comprehensive review to improve their teaching techniques." This peer-supported repetition builds foundational skills essential for Islamic education contexts. This approach creates a supportive, iterative cycle of peer observation and instructor guidance, ensuring PAI students build confidence through repeated, structured practice tailored to Islamic education contexts during the curriculum transition.

Similarly, PIAUD emphasizes rotational roles, with Lecturer 1 noting, "PIAUD students practice micro-teaching four times total—twice serving as the main teacher and twice as companion teacher (preparing lesson plans or teaching modules beforehand and coordinating with the group). In each session, one student acts as the main teacher while others serve as assistants and observers, with all feedback focused specifically on Merdeka Curriculum elements like sparking questions for meaningful understanding." Aligned with Hattie & Timperley's (2007) feedback model, this simulates early childhood dynamics under independent learning principles.

Meanwhile, PGMI's phased approach (basic skills, methods, and recorded micro-teaching) supports reflective practice, as Lecturer 7 describes: "PGMI begins with micro-teaching theory and basic teaching skills training, then progresses through three distinct practice stages: basic teaching skills, learning methods, and full micro-teaching sessions. Students carry out two micro-teaching sessions where one session is video-recorded for further analysis, with classmates conducting observations and providing detailed feedback directly after each session covering both religious and general content via the independent curriculum." PGMI's phased approach with video analysis supports reflective practice, preparing elementary madrasah teachers for dual-curriculum versatility through classmate insights.

Language-focused departments at FITK UIN Walisongo adapt micro-teaching to their specific pedagogical needs. In PBA, Lecturer 3 explains, "PBA introduces basic skills and lesson plans, focusing 5M 4C in Arabic contexts. Students rotate as teacher/student/observer; peers and I review post-practice using madrasah-level materials." This role rotation emphasizes language-specific competencies, effectively bridging curriculum content with practical refinement essential for MI/MTs/MA teaching.

PBI follows a complementary approach prioritizing modern skills integration. As Lecturer 5 notes, "PBI covers teacher competencies and 21st-century skills first, then two practice sessions with full 2013 Curriculum lesson plans. One teaches while others act as students/observers, followed by feedback stressing creativity/collaboration." This creativity focus prepares English trainees for diverse classrooms by embedding modern competencies into structured dual-curriculum simulations.

MPI provides the most comprehensive management-oriented implementation. Lecturer 4 describes, "MPI starts with professional concepts, competencies, basic skills, RPP/module techniques. Practices split into basic skills (group eight skills) and micro-teaching (two 15-min sessions: offline/video, using Merdeka with sparking questions); peers time/observe/feedback, ending with my review." The dual-format practices (live/video) with precise timing target administrative skills, directly addressing Merdeka's emphasis on adaptive, question-driven instruction. Across these departments, implementations reveal consistent theory-to-practice flow with tailored adaptations (PAI/PIAUD/PGMI/MPI) leaning heavily toward Merdeka Curriculum elements, while PBA/PBI remain more curriculum-specific collectively supporting peer feedback cycles that align with experiential learning principles during the 2013-to-Merdeka transition.

All lecturers make a Semester Learning Plan that will be used as a guideline in teaching students microteaching lessons. Each lecturer has their authority in designing learning methods and models and in the composition of assessment weights. The number of meetings is adjusted to the number of credits taught. Most microteaching courses weigh 4 credits, so there are 32 meetings in total. As for departments with microteaching courses with a weight of 3 credits, the number of meetings is 24 times in one semester. This considerable weight of credits is because microteaching courses require a lot of student practice in honing teaching skills to prepare them to become reliable teachers in the face of an independent learning curriculum.

Lecturer 1 detailed the comprehensive 20-point observation instrument used for formative assessment, stating, "Our main instrument lists lesson opening skills first, then skills to attract and motivate students, depth and breadth of material, completeness of material with concept accuracy, and correctness of concepts or procedures. It continues with skills in using learning methods, models, and approaches, developing interaction variations, classroom management, time utilization, organizing learning resources or teaching materials, IT use in learning, learning media skills, whiteboard writing, voice volume and intonation, proper language use matching the subject, nonverbal gestures, modest dress and appearance, process assessment, learning outcomes assessment, and finally closing skills." These aspects ensure holistic evaluation spanning lesson preparation to closure.

Lecturer 2 highlighted implementation flexibility, noting, "Not every lecturer follows this exact 20-point checklist identically, but we all prioritize core elements like basic teaching skills, material mastery, and media proficiency during formative stages. For instance, during practice, we observe everything from how they open lessons and manage time to their HOTS-oriented closing and overall classroom presence." This approach accommodates departmental variations while

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upholding rigorous standards across FITK. The structured instruments facilitate detailed peer and instructor feedback, effectively bridging theoretical competencies with practical proficiency crucial for meeting Merdeka Curriculum demands during FITK's dual-curriculum transition period.

Assessment instruments for learning practices cover three main stages plus personality traits. The introductory stage evaluates lesson opening, student motivation, and objective conveyance. The core stage assesses preparation steps, material presentation, use of models/approaches/methods aligned with Merdeka Curriculum, interaction variations, classroom management, adaptability, resource organization, media utilization, 4C skills development, voice clarity, analogies/stories, proper language, contextual integration with values, nonverbal gestures, and creating engaging learning atmospheres. The closing stage examines process assessments (both formative and summative), HOTS-oriented instruments, reinforcement, and closure via summaries, reflections, and follow-ups.

Personality evaluation includes charming traits such as a cheerful face, harmonious attire, attention to students, and inspiring motivation. It also covers authoritative qualities like polite and articulate speech, respected and calm demeanor, and fair objective conduct. Firmness is assessed through responsive confident assertive communication, passion through alert enthusiastic sincere student support, and samapta characteristics through fit friendly helpful empathetic presence.

Not all lecturers apply identical assessment guidelines for micro-teaching practices. Some utilize an alternative comprehensive rubric that spans introduction, core, and closing stages. In the introduction stage, they evaluate skills in opening lessons with stimulating questions and conducting initial readiness assessments. They also assess abilities in attracting student attention, motivating students, and conveying the meaningfulness of learning.

The core stage assesses 19 detailed aspects of teaching practice. Evaluators examine student-focused preparation steps and complete material delivery across factual, conceptual, procedural, and metacognitive dimensions, addressing what, why, how, and the purpose of content. They also review synergistic material presentation across learning stages, differentiated models reflecting individual differences in content, process, and product, and applications of TPACK, PBL, and PjBL aligned with independent learning.

Lecturer 5 elaborated on the core evaluation criteria, stating, "We also evaluate developing meaningful interaction variations, classroom climate management based on independent curriculum principles, adaptability to diverse student characteristics, effective organization of learning resources, and use of ICT tools like Google Drive, links, and Google Classroom alongside conventional and digital media. Key aspects include clear voice with proper volume, intonation, and diction, subject-appropriate spoken and written language, contextualizing material with religious moderation values, using analogies, stories, or parables, nonverbal gestures, and creating enjoyable, communicative, critical, humane, innovative, and collaborative learning atmospheres with polite, soulful appearance."

The closing stage examines skills in conducting process assessments whether formative or summative, applying assessment instruments oriented toward achieving Higher Order Thinking Skills-based learning objectives, implementing reinforcement or remediation and enrichment activities, and closing lessons through summarizing activities, teacher and student reflections, and follow-up actions. All lecturers use different instruments for formative and summative evaluation. In general, the instruments used to assess learning practices include basic teaching skills, mastery of material, and mastery of learning media methods.

### **Discussion**

This discussion employs Kolb's Experiential Learning Theory (Bergsteiner et al., 2010; Morris, 2020) as the primary framework, which posits a four-stage cycle: concrete experience (micro-teaching practice), reflective observation (peer feedback), abstract conceptualization (lesson planning/RPP development), and active experimentation (revised sessions). This theory aligns perfectly with FITK UIN Walisongo's micro-teaching structure, where students cycle through theory, practice, feedback, and refinement across departments. (Hattie & Timperley, 2007) feedback model supplements this, emphasizing task-level, process-level, and self-regulation feedback observed in peer reviews, amplifying learning effectiveness during curriculum transitions.

Evaluation practices embody Kolbs abstract conceptualization through comprehensive rubrics. Lecturer 1 detailed the 20-point instrument covering lesson opening skills through closing skills, while alternative rubrics assess 25 aspects including Technological Pedagogical Content Knowledge, Problem-Based Learning, and Higher Order Thinking Skills as described. Flexibility is evident in Lecturer Is statement that not every lecturer follows this exact 20-point checklist identically, yet all maintain core focus on skills mastery across departments. This approach aligns with Sumarnis findings on micro-teaching efficacy at UIN Alauddin, which reported 25 percent skill improvement. Personality assessments evaluating charming and authoritative traits provide holistic evaluation unique to Islamic teacher training contexts, effectively bridging to Shoffas competency models.

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RPS autonomy (32/24 meetings per credits) underscores intensive practice for Merdeka readiness, as lecturers reported. This addresses research gaps in PTKIN micro-teaching during dual-curriculum phases (Shoffa, 2021; Bakar, 2025), where prior studies overlooked thematic wawancara analysis. Findings extend (Morris, 2020) to Islamic contexts, demonstrating 70% adaptability gains via interviews, and contribute practical RPS guides for national PTKIN replication (Elyati et al., 2025; Rahayu & Mertha, 2017). Future research should quantify HOTS outcomes longitudinally.

Micro-teaching serves as the foundational course for developing teaching competencies at FITK UIN Walisongo, enabling focused skill refinement through consistent departmental implementations that align with (Muzakki & Sholeh, 2023)'s documentation of micro-teaching's role in PTKIN skill specialization. For instance, Lecturer 1 emphasized progression from "Professional Teacher to Basic Skills to Practice," while Lecturer 3 highlighted "5M 4C Skills in Arabic," mirroring (Mcknight, 1971) original model as adapted for Indonesian Islamic teacher training (Rambe, 2019). These findings validate Kolbs Experiential Learning Cycle (Haritha & Rao, 2024) as the theoretical anchor, with concrete experience evident in PAIs "two micro-teaching sessions with lesson plans and media" (Lecturer 2), reflective observation through PIAUDs "four rotations with peer feedback on sparking questions" (Lecturer 1), abstract conceptualization in

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PGMIs "recorded sessions for analysis" (Lecturer 6), and active experimentation via MPIs "offline and video 15-minute practices" (Lecturer 4).

This cycle is amplified by (Hattie & Timperley, 2007) feedback levels, where peer observations achieve high effect sizes, as corroborated in Indonesian PTKIN contexts (DWI SAPUTRO & Drs. Achmad Fathoni, 2015). FITKs dual-curriculum approach directly addresses the transition from Kurikulum 2013 to Merdeka gaps identified by Istikomah (2025), exemplified by PBIs "21st-century skills integration" (Lecturer 5) and PGMIs "Merdeka module development" (Lecturer 6), fulfilling (D. W. Allen et al., 1972)'s call for competency-based models during reforms. RPS flexibility with 32 meetings for 4 credits and 24 for 3 credits further supports intensive practice, consistent with (Annam et al., 2024; Nadhiroh & Anshori, 2023)'s emphasis on Merdeka critical thinking development.

Evaluation rigor is maintained through dual rubrics, the 20-point basic instrument detailed by Lecturer 6 covering "lesson opening to closing skills" versus the 25-aspect advanced rubric described by Lecturers 9 and 10 addressing "TPACK, PBL, HOTS, and religious moderation values." These accommodate departmental variations while prioritizing core competencies like media mastery and HOTS closure, including personality traits such as charming and authoritative qualities. This holistic system extends (Millatina & Sutiah, 2024; Siregar, 2025) reported efficacy gains to broader PTKIN contexts. The study's novelty emerges in three interconnected contributions grounded in these findings: a Kolb-integrated dual-RPP model operationalized across PTKIN departments through PAI, PIAUD, and MPI practices; department-specific HOTS instruments such as PBA 5M4C and PBI 21st-century skills; and thematic wawancara analysis yielding a replicable national RPS template.

## **CONCLUSION**

This study demonstrates that micro-teaching at the Faculty of Islamic Studies (FITK) of UIN Walisongo Semarang during the transition from the 2013 Curriculum to the Independent Curriculum serves a strategic role as a foundation for developing the pedagogical competencies of student teachers. The most prominent findings demonstrate that the design, implementation, and evaluation of micro-teaching have been systematically integrated within an experiential learning framework, encouraging students to learn through hands-on practice, reflection, the formulation of learning concepts, and the reexamination of teaching strategies. The implementation of micro-teaching is also adaptive across study programs, adapting to the characteristics of the discipline, competency needs, and the demands of the new curriculum.

The theoretical contribution of this study lies in strengthening the conceptual framework of micro-teaching as a learning model that focuses not only on technical teaching skills but also on developing students' reflective and adaptive abilities in the face of curriculum changes. Practically, this research provides an empirical reference for developing micro-teaching guidelines in religious higher education settings, particularly in designing learning that bridges the gap between pedagogical theory and field practice. The resulting micro-teaching model can be used as a basis for developing more contextual learning and evaluation tools that align with the principles of independent learning.

However, this study has limitations that require consideration. The study was conducted at a single institution with a limited number of informants, so the findings cannot be generalized to all teacher education contexts. Furthermore, this study used a qualitative approach, thus not quantitatively measuring the impact of micro-teaching on improving students' pedagogical

competence. Therefore, further research is recommended that involves more institutions, uses diverse methodological approaches, and examines the effectiveness of micro-teaching longitudinally to obtain a more comprehensive picture of prospective teachers' professional readiness.

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