

Analysis of Student Challenges in Microteaching Practice in Early Elementary School Grades

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ABSTRACT

Microteaching practice is a crucial strategy for equipping prospective teachers with applicable pedagogical competencies. However, in its implementation within early grade classrooms of primary schools, students often face various complex challenges. This study aims to analyze the main difficulties encountered by students of the Primary School Teacher Education (PGSD) Program at Universitas Muhammadiyah Buton during microteaching activities, particularly in the fourth semester course. Employing a qualitative research approach, data were collected through in-depth interviews, participatory observation, and documentation. The data were gathered from students currently undertaking microteaching and analyzed thematically. The findings reveal that students struggle to develop contextual and practical lesson plans (RPP), lack the ability to deliver material in an engaging and communicative manner, and demonstrate limited use of instructional media appropriate to the characteristics of early-grade learners. These challenges indicate a gap between theoretical understanding and practical classroom application. Observational and interview data further support the notion that students are not yet fully capable of translating pedagogical theories into meaningful classroom activities for young children. This study concludes that enhancing the quality of microteaching guidance at the university level is essential, particularly in strengthening students' practical and reflective teaching skills. The research provides important contributions toward the development of more contextual and adaptive teacher training programs that respond to the instructional needs of early grade primary education.

Keywords: Microteaching, PGSD students, Early grades, Learning challenges, Primary education

1. Introduction

Microteaching is a very strategic training approach in the education of prospective teachers because it provides practical teaching experiences that are applicable, reflective, and structured. (Dwi, Hafizh, Meidira, & Tasya, 2025) Through microteaching, students not only get the opportunity to apply the pedagogical theories they have learned, but also develop basic teaching skills such as preparing lesson plans, delivering materials communicatively, managing classes, and conducting direct learning evaluations in simulated scenarios. (Aryani & Gistituati, 2024) This process allows prospective teachers to receive constructive feedback from lecturers and colleagues, which in turn encourages continuous improvement of their teaching abilities. In the context of the needs of 21st-century teacher professionalism, microteaching is an important foundation in building pedagogical competencies that are not only conceptual, but also practical and contextual. Therefore, microteaching plays an essential role in ensuring that college graduates are adequately prepared to face the complexities of learning in real classrooms, especially at the elementary level, which demands a wide variety of learning approaches. (Asmarika, Husin, Syukri, Wismanto, & Qanita, 2022)

Microteaching practices for elementary education, particularly in the early grades (grades 1–3), require a different approach than teaching practices at other

levels of education. (Fatima & Masrurah, 2025) This is due to the characteristics of early childhood learners who are in the early stages of cognitive and social development, thus requiring concrete, communicative, and experiential learning strategies. (Pemikiran, Pengembangan, Dasar, & Rachmadyanti, 2021) Therefore, microteaching in the early grades emphasizes not only the delivery of material but also the prospective teachers' ability to build positive emotional interactions, create a safe and enjoyable classroom atmosphere, and design learning activities appropriate to the child's developmental level. In practice, students need to develop skills in designing integrated thematic learning, using visual and manipulative media, and effectively managing diverse student behaviors and needs. The emphasis on these aspects makes microteaching in early grades a more complex and challenging process, requiring specific and contextual design to equip prospective teachers with relevant and applicable competencies for facing the realities of early childhood learning in elementary school. (Ikrom, Damayanti, & Primagraha, 2024)

Learning in early grades of elementary school presents unique challenges because students at this level are at an early stage of development in cognitive, social, emotional, and motor skills. (Fatima & Masrurah, 2025; Ikrom et al., 2024; Pikiran et al., 2021) Children in grades 1 to 3 are not yet capable of abstract thinking and require a learning approach that is concrete, contextual, and linked to their everyday experiences. Furthermore, they are highly responsive to the emotional atmosphere in the classroom, requiring teachers to be highly sensitive in creating a supportive, enjoyable, and warm learning climate. An overly instructional or rigid approach can actually hinder the learning process, as young children learn most effectively through social interaction, educational games, and positive emotional stimulation. Therefore, teachers' ability to communicate empathetically, deliver material in an engaging manner, and respond to students' individual needs is crucial. Pre-service teachers who practice microteaching in early grades often struggle to adapt teaching methods to these characteristics, which ultimately presents challenges in developing students' pedagogical competence. (Info, Competence, & Elementary, 2024)

Universities play a central role in preparing prospective teacher students through the implementation of structured, systematic, and contextual microteaching practices. Through microteaching, universities have the responsibility to not only transfer theoretical knowledge, but also facilitate the internalization of applicable and adaptive teaching skills to various learning contexts, including early elementary school grades. (Habeahan et al., 2025) Universities must be able to design microteaching scenarios that approximate real classroom situations, guide students in designing Lesson Plans (RPP), choose appropriate methods, and develop media relevant to student characteristics. In addition, the role of supervising lecturers as facilitators, evaluators, and feedback providers is crucial in helping students develop pedagogical reflection on their teaching practices. Through this process, universities not only shape technical teaching skills but also develop professional sensitivity, critical thinking skills, and work ethics in prospective teachers that will determine the quality of elementary education in the future. Thus, microteaching practice is a strategic instrument in producing competent, ready-to-use, and responsive teacher education graduates to the ever-evolving demands of the educational world. (Sarah, Akbar, Salsabila, & Irsyad, 2024)

During microteaching practice, student teachers often encounter various fundamental problems that directly impact the effectiveness of the learning processes they design and implement. One major obstacle is limited mastery of the

teaching material, both in terms of depth of substance and the ability to simplify concepts to suit students' level of understanding, particularly in the early elementary grades. (Nur Khikmah, Lu'lu Naeli Lovia, Fatimatuz Zahro, & Firdhany Nur Azizah, 2021) Furthermore, students often experience difficulty selecting and implementing appropriate learning strategies that can stimulate active student participation and create meaningful learning experiences. Another equally significant challenge is classroom management, where students often lack adequate skills to manage classroom dynamics, handle student behavior, and maintain student attention throughout learning activities. The use of learning media also presents a challenge, as students tend to lack training in designing or selecting media that is contextual, engaging, and appropriate to the characteristics of early childhood. (M. D. Microteaching, 2025) The complexity of these issues demonstrates that microteaching practice is not merely a technical teaching simulation but also a test of students' holistic pedagogical readiness, requiring more comprehensive guidance and training design support from higher education institutions. (M. K. Microteaching, 2020)

Although microteaching has long been used as an effective training approach in teacher education, its implementation still faces various challenges, particularly in the context of early elementary school grades. Prospective student teachers often struggle to adapt theoretical knowledge into teaching practices that are appropriate to the characteristics of early childhood learners. (Keterampilan & Mengajar, 2025; Khasana, n.d.) These challenges include difficulties in designing meaningful learning, selecting appropriate methods and media, and managing dynamic and emotional classrooms. Furthermore, limited teaching experience and the lack of contextual guidance from supervisors often exacerbate the gap between expected competencies and the reality faced by students. Students have not fully understood the characteristics of children in early grades who require a communicative, exploratory, and empathetic approach, resulting in low effectiveness of microteaching practices. This problem becomes even more significant when microteaching practices are implemented routinely without critical reflection and continuous evaluation. Therefore, the author raises the problem formulation: What are the main challenges faced by students in microteaching practices in early elementary grades? And what are the solutions to these challenges. It is important to systematically identify the main challenges faced by students in teaching practices in early grades, as a basis for developing training strategies that are more contextual, adaptive, and based on real needs in the field.

This study aims to identify and analyze in-depth the various challenges faced by students in microteaching practices in the early elementary school classroom context. The primary focus is directed at critical aspects such as the appropriateness of learning strategies, classroom management, the use of age-appropriate media, and responding to the psychopedagogical characteristics of early childhood. This study also aims to uncover internal and external factors that influence the effectiveness of students' teaching practices, including pedagogical readiness, communication skills, and institutional support from higher education institutions. With this approach, the study is expected to provide a comprehensive overview of the actual obstacles faced by students and to develop data-based recommendations for optimizing microteaching training that is more relevant to the needs of early elementary school students. The results of this study are expected not only to contribute to the development of teacher education curricula but also to serve as a practical reference in designing pedagogical interventions that can enhance students' readiness to teach professionally in elementary education.

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Numerous studies have been conducted on microteaching practices in teacher education, but most tend to focus on the technical evaluation of teaching skills in general, without considering the specific context of elementary education, particularly the early elementary grades. Existing literature is still limited in exploring the unique pedagogical challenges faced by university students when interacting with early childhood learners, who have very different developmental needs, attention spans, and learning approaches compared to those in advanced classes. Furthermore, most studies have not explicitly highlighted the gap between microteaching training provided by universities and the real-life demands of managing early childhood learning, which is full of emotional and social dynamics. This gap highlights the need for research that not only describes the challenges faced by students in general but also analyzes the contextual dimensions that influence the effectiveness of microteaching implementation in early childhood. Therefore, this study aims to fill this gap in the literature by providing a deeper, contextually based understanding, which can ultimately contribute theoretically and practically to the development of teacher training that is more responsive to the needs of elementary education. (Sarah et al., 2024)

This research offers a new approach to the study of microteaching by focusing analysis on the challenges students face when practicing teaching in early elementary school, a context that has received little attention in the literature. The novelty lies in the emphasis on the contextual and psychopedagogical dimensions of early childhood in microteaching practices, which require students not only to master teaching techniques, but also emotional adaptability, empathetic communication, and thematic learning management appropriate to the child's developmental stage. The justification for this research rests on the urgent need to reformulate teacher training designs to be more contextual and oriented towards practical readiness to face the dynamics of early grades, rather than merely fulfilling the administrative demands of teacher education programs. By providing new insights into the real obstacles faced by students in complex and authentic teaching situations, this research is expected to enrich the scientific body of knowledge in the field of pedagogy and encourage the transformation of higher education curricula to be more adaptive to the realities of the field of basic education.

2. Methods

This study uses a qualitative approach with the aim of understanding in depth the challenges faced by students in microteaching practices in early elementary

school classes. The research location was carried out at the Elementary School Teacher Education Study Program (PGSD) of Muhammadiyah University of Buton, with the research subjects being fourth-semester students who were programming a microteaching course. Data collection techniques were carried out through in-depth interviews, direct observation, and participant observation of student activities during the implementation of microteaching practices. (Jufri; Rahim & Maulani, 2025) Interviews were conducted with students and supervising lecturers to explore experiences, perceptions, and reflections on the challenges faced. Observations and observations were carried out while students were carrying out teaching practices in a simulated early elementary school environment, to capture the dynamics of learning and pedagogical behavior in real terms. The data obtained were analyzed descriptively with a thematic approach, in order to identify patterns of emerging challenges and factors that influence them contextually. (Habeahan et al., 2025; Khasana, n.d.; Sarah et al., 2024)

3. Findings and Discussions

3.1 The main challenges faced by students in microteaching practice in early elementary school classes

Based on the author's direct observations in the field of Elementary School Teacher Education (PGSD) students who were implementing microteaching practices, various challenges were found during the implementation process. These challenges include aspects of lesson planning, mastery of the material, and the suitability of the strategies used to the characteristics of early elementary school students. Many students experienced difficulties in developing contextual and applicable lesson plans, and were less able to convey the material in a communicative and enjoyable manner. In addition, another challenge that emerged was in classroom management, where students tended to lack adequate skills to manage classroom dynamics full of the activity and emotionality of early childhood. The use of learning media was also still limited, both in terms of creativity and relevance to the teaching material. Below, the author describes the challenges faced by students in microteaching practices in early elementary school classes as found by the author.

Difficulty Developing Contextual and Applicable Lesson Plans

Research results, as observed by the author, found that most students experienced difficulty in developing contextual and applicable lesson plans. Furthermore, the author observed that students tended to remain fixated on administrative formats and mechanically adopt lesson plan examples without considering the actual characteristics of their students. This was evident in the lack of alignment between learning objectives, learning activities, and media used with the needs and cognitive developmental stages of early childhood. Furthermore, most students were unable to integrate thematic approaches and active learning appropriate to the child's world, resulting in lesson plans that seemed abstract and ungrounded. Lack of field experience and a limited understanding of context-based learning principles were key contributing factors. Some students also admitted that they struggled to translate learning theories into concrete activities that were engaging and meaningful for children. As a result, the lesson plans they developed were unable to serve as effective guides for implementing microteaching. These findings emphasize the importance of more intensive, practice-based training in lesson plan development to better prepare students for the challenges of the real world of elementary education.

As observed by the author, first, some students use the lecture method for thematic material. Students understand that integrative thematic learning should involve active and contextual activities, but in practice they still use the lecture method predominantly. For example, when teaching the theme "The Environment," students only explain the definition and types of environment without involving students in exploratory activities such as observing the school environment or making simple maps. Second, Giving Written Assignments That Are Not Developmentally Appropriate Students often assign writing paragraphs or answering long written questions, even though children in grades 1-2 of elementary school are still at the stage of learning to read and write basics. These activities not only burden students but are also pedagogically meaningless, because they do not pay attention to aspects of children's literacy development. Third, Designing Group Discussions Like in Junior High School/High School. In an effort to apply constructivist and collaborative theories, students design group discussions that require students to share opinions and create written reports together. However, early childhood does not yet have the social and cognitive skills for formal discussions, so these activities are ineffective and leave students confused.

Lack of ability to deliver material in a communicative and engaging manner

Research results indicate that some students still lack the ability to deliver material in a communicative and engaging manner during microteaching practice, especially in the context of early elementary school. This is evident in the stiff, monotonous delivery methods, which lack active student engagement in the learning process. Many students tend to focus solely on verbal aspects, neglecting expression, intonation, and appropriate language use for the students' developmental level. The material presented is often not connected to the children's real-life experiences, making it difficult for students to understand and less engaging. Furthermore, the learning atmosphere becomes less lively due to the lack of two-way interaction and the limited use of media or visual aids to support understanding. Some students also appear to lack confidence and are unable to adapt their teaching style to student responses, resulting in passive and unengaging learning. In fact, in early elementary grades, warm communication, the use of stories, songs, or educational games, are essential for building emotional and cognitive student engagement. These findings underscore the need for increased training in educational communication skills so that students can create a dynamic, interactive, and enjoyable learning environment for children.

The author's findings were: First, the use of overly formal and abstract language. Students explained material about "types of animals" with sentences such as: "Animals are classified based on their diet into herbivores, carnivores, and omnivores." This language is too technical and difficult for first- and second-grade children to understand. Simple sentences should be used with concrete examples, such as: "Children, cows like to eat grass, so we call them herbivores, okay?" Second, there was minimal expression and no visual aids. When teaching about numbers and numeracy, students simply wrote the numbers on the board without using visual aids such as number cards, concrete objects (e.g., plastic fruit or buttons), or songs that help children understand the concept of numbers in a fun way. Third, there was a lack of interaction and open-ended questions. Students delivered material in a one-way manner without engaging students through questions, games, or light discussions. For example, when explaining body parts, students simply pointed to pictures without asking questions like, "Who knows where the knees are?" or "Let's stand up and show our hands!"

Limited Use of Learning Media

Research results indicate that students' use of learning media in microteaching practices is still very limited, both in terms of variety, creativity, and suitability to the characteristics of early elementary school students. Many students tend to use conventional media, such as whiteboards and printed worksheets, without supporting visual aids or manipulatives that can stimulate children's interest and understanding. This is due to several factors, including a lack of training in designing contextual media and a weak understanding of the importance of media as a bridge between abstract concepts and students' real-life experiences. For example, when teaching geometric shapes, some students simply draw on the board without utilizing concrete objects such as blocks, balls, or educational toys that children can touch directly. Furthermore, students also underutilize simple digital media such as educational videos or animations, even though young children are highly attracted to moving visuals. These limitations result in low student participation and a suboptimal learning process. These findings indicate the need to integrate creative and age-appropriate learning media design training into the microteaching curriculum, enabling students to create more engaging, effective, and useful learning experiences.

3.2 Solutions to the main challenges faced by students in microteaching practices in early elementary school classes

The author offers several solutions to address these issues. **First**, to overcome students' difficulties in developing contextual and applicable lesson plans, universities need to strengthen practice-based training in lesson design. Students should be intensively guided through lesson plan development workshops that emphasize the integration of learning objectives, activities appropriate to the characteristics of early childhood, and authentic assessment. Supervisors can provide case studies and examples of thematic lesson plans based on their local environment, and provide space for students to continuously revise their lesson plans with reflective feedback. Furthermore, it is important to engage students in collaborative microteaching activities, where they can discuss, assess, and learn from their peers' designs to broaden their pedagogical perspectives.

Second, students' educational communication skills can be improved through training that emphasizes verbal and nonverbal expressions appropriate to the world of children. Students should be accustomed to using simple language, stories, songs, and games as strategies to convey material in a more enjoyable and engaging manner. Teaching simulations with peer-teaching evaluation can be an effective means of honing their skills in interacting warmly and responsively with students. Furthermore, students should be encouraged to reflect on their teaching styles and guided toward the use of active learning approaches that foster emotional and cognitive engagement in students. **Third**, to address limitations in the use of instructional media, universities should provide specialized training on the design and implementation of media appropriate to early childhood development. Students should be encouraged to use simple, readily available materials, such as concrete objects, handmade props, and engaging visual media. Furthermore, the integration of simple technologies such as educational videos, animations, or Android-based interactive learning applications should be introduced as innovative alternatives. Supervisors can integrate media development project assignments into microteaching courses to hone students' creativity and technical skills. This will help students be better prepared to create

active, contextual, and enjoyable learning experiences for early elementary school students.

The results of this study indicate that the main challenges faced by students in microteaching practice in early elementary school grades include three main aspects, namely the difficulty of preparing contextual and applicable lesson plans, limitations in delivering material in a communicative and enjoyable manner, and the less than optimal use of learning media that are appropriate to the characteristics of early childhood. These findings indicate that students have not been fully able to adapt pedagogical theory into real practice, especially in the context of early childhood learning that demands creativity, emotional sensitivity, and a direct experience-based approach.

These results align with research by Sarah (Sarah et al., 2024), who found that university students often experience difficulties in designing learning tools that are appropriate to thematic principles and children's developmental needs. Research by Sari & Mulyasa (M. K. Microteaching, 2020) also shows that students often lack confidence when delivering material to students, primarily due to limited communication skills appropriate to the world of children. Meanwhile, a study by Astuti (Info et al., 2024) emphasized that the use of learning media among student teachers still tends to be conventional, with minimal exploration of visual or digital media that are attractive to early grade students. (Jufri, 2024) Thus, the challenges found in this study reinforce previous findings and emphasize that microteaching practices require a more contextual training approach based on the real needs of early childhood learning. More intensive interventions from teacher education institutions are needed to enrich students' pedagogical skills through practical, reflective, and collaborative training that allows students to develop the ability to design effective, communicative, and relevant learning to the dynamics of early elementary school classes. (Beyond & Microteaching, 2024; Nu'man, 2023) These findings indicate the importance of improving the quality of microteaching training that is more focused and based on field needs.

4. Conclusion [Bookman Old Style 11 pt]

Based on the research results, it can be concluded that Elementary School Teacher Education (PGSD) students face various challenges in microteaching practices in early elementary school grades. The main challenges include difficulties in developing contextual and applicable lesson plans (RPP), limitations in delivering material in a communicative and enjoyable manner, and the minimal use of learning media relevant to the characteristics of early-age learners. These three challenges reflect the gap between students' mastery of theory and practical skills in real-life learning contexts. These findings reinforce the results of previous research and emphasize the importance of strengthening the microteaching curriculum in higher education. More integrative training, based on real-life experiences, and intensive mentoring are needed so that students can develop pedagogical competencies that are appropriate to the learning needs of early elementary school. This research provides a substantial contribution to the advancement of teacher training strategies by offering insights into real classroom challenges, thereby fostering more effective, contextually relevant, and responsive pedagogical approaches tailored to the specific needs and learning characteristics of early grade students in elementary education settings.

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