

## Teaching Philosophy

My teaching journey commenced in 2013 when I began as an assistant lecturer for Calculus II within the Department of Mathematics at Jenderal Soedirman University, located in Indonesia. As I pursued my Master of Science degree, I simultaneously continued to instruct linear programming courses at the undergraduate level. I have had the privilege of instructing a diverse range of mathematics courses for undergraduates, an experience that has furnished me with a comprehensive perspective on teaching and the ability to engage with a wide spectrum of students. This journey has been instrumental in my personal growth, fostering skills and insights essential to the teaching process. I firmly believe that education serves a dual purpose: not only to impart subject knowledge but also to cultivate logical thinking, problem-solving abilities, and writing proficiency in students. Throughout my lectures, I prioritize active student participation and consider myself more of a facilitator and friend in the teaching process. My primary aim is to construct an environment conducive to learning, where I can provide guidance, knowledge, techniques, and encouragement to stimulate students' comprehension.

Typically, I initiate each class by providing a recap of the previous session and a review of our current topic's point of departure. Following this, I offer a concise overview of the new material, highlighting its objectives. My instructional approach is adaptable, and tailored to the specific requirements of the course at hand. In introductory-level classes, I structure my lectures around distinct subtopics within the subject matter. After elucidating a concept, I exemplify its practical application through relevant textbook exercises. I meticulously dissect the solution process into multiple stages, encouraging students' active participation and input as we transition between phases. My teaching style promotes the asking of questions, and I frequently pause during the lecture to address queries. After each class, I consistently assign practice problems and supplementary reading materials to my students.

I make a concerted effort to present course content through analytical, numerical, and geometrical perspectives, aligning this approach with the specific subject matter at hand. To enhance comprehension, I incorporate geometric figures and graphs to visually represent various concepts, enabling students to develop an intuitive grasp of the material. When applicable, I leverage computer technology for demonstrations in various courses, particularly in subjects like Data Analysis and Financial Mathematics, where numerical software such as R plays a significant role in my teaching methodology. However, I maintain a delicate balance between integrating technology and the preservation of lecture time and the core objectives of the subject. Additionally, I offer supplementary resources and solutions for exams and quizzes on my website to support students in their learning journey.

In my approach to postgraduate courses, my strategy takes a slightly different path. Given the typically small class sizes at this level, I focus on cultivating students' self-learning abilities. I encourage them to take an active role by outlining the proof or solution for the problems or results under consideration. With their input, I provide detailed explanations for some or all of the necessary steps to complete the proof or solution. I challenge students to independently fill in any gaps in the argument outside of class, fostering creativity across various course topics. Homework assignments carry significant weight in these courses, comprising both course exercises and computer-based tasks. Whenever feasible, I assign students projects or research papers closely aligned with their course content, promoting deeper engagement and exploration. To streamline information dissemination, I maintain a dedicated website where I continually update course-related materials. This includes solutions to quizzes and exams, selective handouts, and vital announcements, creating a comprehensive resource hub for students.

I actively promote open communication with my students, urging them to address their academic challenges during my regularly scheduled office hours, which I offer four to six times per week. I am also flexible and available by appointment during other hours to accommodate their needs. Seeking to foster increased interaction and gather valuable feedback, I encourage students to reach out to me via email. For those who may struggle, I extend invitations to meet after pivotal exams to delve into their difficulties or study habits concerning the course, offering guidance and advice to facilitate improvement. In postgraduate courses, I prioritize individual discussions with each student, providing personalized suggestions and hints for their advancement. Furthermore, I have contributed to teaching initiatives, including a project dedicated to enhancing the learning process for students.