



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Accounting Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Teaching Skills and Microlearning	8720902135		T=1 P=1 ECTS=3.18	5	July 17, 2024																																																		
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																			
		Dr. Luqman Hakim, M.SA	Drs. Joni Susilowibowo, M.Pd	Rochmawati, S.Pd., M.Ak.																																																			
Learning model	Project Based Learning																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																						
	PLO-7	Able to act as a citizen who is proud and loves the country, has high nationalism																																																					
	Program Objectives (PO)																																																						
	PO - 1	This course examines school-based management, clinical supervision through presentations and discussions, and facilitates students in developing learning tools based on the applicable curriculum, the needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for microteaching courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools for primary and secondary education. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching																																																					
	PLO-PO Matrix																																																						
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P.O	PLO-7																																																						
PO-1																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																							
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	This course examines school-based management, clinical supervision through presentations and discussions, and facilitates students in developing learning tools based on the applicable curriculum, the needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for microteaching courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools for primary and secondary education. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo. 2. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya. 3. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeth 4. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press. 5. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition. 6. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 7. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer. 8. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press. 																																																						
	Supporters:																																																						

Supporting lecturer		Drs. Joni Susilowibowo, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Agung Listiadi, S.Pd., M.Ak. Rochmawati, S.Pd., M.Ak. Dr. Suci Rohayati, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explains the concept of school-based management, school characteristics, and clinical supervision	1. Explain the concept and MBS from various learning sources and ICT 2. Explain the characteristics of schools that implement SBM 3. Explain the concept of Clinical Supervision (SK) from various learning sources and ICT 4. Explain the factors that influence the process of making a Clinical Supervision design	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	Offline:1. Lectures, Responses, Tutorials: 2. Lectures, Discussions, assignments, Small Group Discussions, Contextual Learning Online:1. Lectures, Responses, Tutorials: 2. Lectures, Discussions, assignments, Small Group Discussions, Contextual Learning 2 X 50	Projects assigned to students	Material: school-based management concepts, school characteristics, and clinical supervision References: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	4%
2	Perform basic teaching skills	1. Explain the concept of basic teaching skills to open and close lessons from various learning sources and ICT 2. Practice basic teaching skills to open and close lessons,	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	Offline:1. Lectures, Responses, Tutorials:2. Lectures, Discussions 3. Projects assigned to students 2 X 50	Projects assigned to students	Material: basic teaching skills References: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	4%
3	Perform basic teaching skills	1. Explain the concept of basic skills of explaining and providing variations from various learning sources and ICT 2. Practicing basic teaching skills explaining and providing variations	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	Offline:1. Lectures, Responses, Tutorials:2. Lectures, Discussions, Project assignments assigned to students 2 X 50	Projects assigned to students	Material: basic teaching skills Reference: <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	2%
4	Perform basic teaching skills	1. Explain the concept of basic skills of asking questions and providing reinforcement from various learning sources and ICT 2. Practicing basic skills of teaching asking questions and providing reinforcement	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	Offline:1. Lectures, Responses, Tutorials:2. Lectures, Discussions, Project assignments assigned to students 2 X 50	Projects assigned to students	Material: basic teaching skills References: <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonaeker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i>	2%

5	Perform basic teaching skills	1. Explain the concept of basic skills in guiding discussions, managing classes and teaching small groups and individuals from various learning sources and ICT 2. Practicing basic teaching skills in guiding discussions, managing classes and teaching small groups and individuals	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	Offline:1. Lectures, Responses, Tutorials:2. Lectures, discussions, project assignments that must be completed by students 2 X 50	projects that must be completed by students	Material: basic teaching skills References: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew</i> . Surabaya: University Press.	2%
6	Developing learning scenarios	1. Develop a learning scenario (introduction, core, conclusion)	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Workshop, presentation, Project Based Learning 2 X 50	Projects that must be completed by students are 2 X 50	Material: learning scenarios References: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew</i> . Surabaya: University Press.	5%
7	Developing learning scenarios	1. Develop a learning scenario (introduction, core, conclusion)	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Workshop, presentation, Project Based Learning 2 X 50		Material: learning scenarios References: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew</i> . Surabaya: University Press.	5%
8	Midterm exam	100 marks if you can practice teaching correctly	Criteria: Assessment rubric is attached Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: UTS Bibliography: Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. <i>Teaching and Learning the European Union: Traditional and Innovative Method</i> . Dordrecht: Springer.	20%
9	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: peerteaching Reference: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew</i> . Surabaya: University Press.	2%

10	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: Criteria: Grading rubric Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: learning scenarios References: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
11	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Participatory Activities	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: Implementing peerteaching Reference: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	4%
12	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: Implementing peerteaching Reference: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
13	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: Implementing peerteaching Reference: <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	3%

14	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: Implementing peerteaching Reference: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew.</i> Surabaya: University Press. Material: Implementing peerteaching Reference: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew.</i> Surabaya: University Press.	4%
15	Implement peer teaching	1. Carry out peer-teaching based on the tools developed 2. Carry out peer supervision 3. Identify the advantages and disadvantages of learning tools that have been tried 4. Develop plans to improve learning tools	Criteria: 1.Criteria: Grading rubric 2.Form: Non-test Form of Assessment : Practice / Performance	1. Practicum, Studio Practice 2. Microteaching and simulation, Project Based Learning 2 X 50		Material: Implementing peerteaching Reference: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew.</i> Surabaya: University Press.	3%
16	Final exams	100 marks if answered correctly and precisely	Criteria: Assessment rubric is attached Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: UAS Library: UPT-P4 Unesa. 2014. <i>Field Experience Guide.</i> Surabaya: University Press.	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	30%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.

8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.