	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Biology Education Undergraduate Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Learning Tools		8420503185		**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines school-based management, clinical supervision through presentations and discussions; and facilitate students in developing learning tools based on the curriculum, needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for Learning Management Program 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 secondary schools (SMP/SMA/SMK). Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.

References	**Main :**	

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 KlinisTeori Dan Pengukurannya (Analisis di bidangPendidikan) . Bandung: Alfabeta
4. UPT-P4 Unesa . 2017. 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. PsikologiPendidikan (TeoridanPraktik) (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 untukDosen, Mahasiswa, dan Crew . Surabaya: University Press.

	Supporters:	

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Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [	Assessment Weight (%)

(1)	stage (Sub-PO) (2)	Indicator (3)	Criteria & Form (4)	Offline (*offline*) (5)	Online (*online*) (6)	References] (7)	(8)
1	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	1. Explains concepts and MBS from various learning sources and ICT 2. Explain the characteristics of schools that implement SBM	**Criteria:** Attached	Lectures, Discussions, Assignments 3 X 50			0%
2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explain the school curriculum as a result of observations	**Criteria:** Attached	Discussion 3 X 50			0%
3	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explain the concept of clinical supervision (SK) from various learning sources and ICT. Explain the factors that influence the process of designing SK	**Criteria:** Attached	Lectures, Discussions 3 X 50			0%
4	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explains the concept of microteaching from various learning sources and ICT. Gives examples of basic teaching skills	**Criteria:** Attached	Lecture and discussion, assignment 3 X 50			0%
5	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explains basic teaching skills scenarios	**Criteria:** Attached	Discussion, presentation 3 X 50			0%
6	Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) Develop learning tools that take into account the diversity of students, including students with special needs (6) Utilize research results to develop effective learning tools (5)	Develop learning tools in the form of syllabus, lesson plans and worksheets	**Criteria:** Attached	3 X 50 workshops and presentations			0%
7	Making decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) Developing learning tools that take into account the diversity of students, including students with special needs (6) Utilizing research results to develop effective learning tools (5)	Develop assessments	**Criteria:** Attached	3 X 50 workshops and presentations			0%
8	Midterm exam			3 X 50			0%

9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools	**Criteria:** Attached	Microteaching and Simulation 3 X 50			0%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools	**Criteria:** Attached	Microteaching and Simulation 3 X 50			0%
11	· Have a responsible attitude by applying learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools	**Criteria:** Attached	Microteaching and Simulation 3 X 50			0%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools		Microteaching and Simulation 3 X 50			0%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools		Microteaching and Simulation 3 X 50			0%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools		Microteaching and Simulation 3 X 50			0%
15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	Carrying out learning based on the tools developed. Identifying the advantages and disadvantages of learning tools that have been tried. Developing plans to improve learning tools		Microteaching and Simulation 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.