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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
MICROTEACHING	8420502273	Pedagogy	T=1	P=1	ECTS=3.18	6	April 28, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Endang Susantini, M.Pd.; Dr. Wisanti, M.S.; Dr. Raharjo, M.Si.; Dr. Sifak Indana, M.Pd.	Dr. Rinie Pratiwi Puspitawati, M.Si.	Dr. Rinie Pratiwi Puspitawati, M.Si.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Able to make decisions based on data/information in order to complete tasks as part of his responsibilities in the work he has done
	PLO-9	Able to design, implement and evaluate biology learning by utilizing ICT
	PLO-13	Able to demonstrate pedagogical knowledge about designing, implementing and evaluating biology learning
	Program Objectives (PO)	
	PO - 1	Able to manifest an independent and honest character to develop the teaching abilities of prospective Biology teachers
	PO - 2	Able to make decisions about the design, implementation and evaluation of learning that are relevant to competencies, lesson material characteristics and student characteristics.
	PO - 3	Able to utilize ICT to support microteaching and peerteaching practices
	PO - 4	Able to apply pedagogical concepts in preparing student-centered learning plans
	PLO-PO Matrix	

P.O	PLO-8	PLO-9	PLO-13
PO-1			
PO-2			
PO-3			
PO-4			

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
PO-1																
PO-2																
PO-3																✔
PO-4																

Short Course Description	This course examines the 2022 Curriculum, the development of PBL and PjBL-based learning tools, the development of assessments and basic teaching skills through presentations and discussions. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching

References	**Main :**

1. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan . Surabaya: University Press.
2. Arends, R.I. 2012. Learning to Teach . New York: McGraw-Hill International Edition.
3. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew . Surabaya: University Press.
4. Kemendikbudristek. (2022). Buku Saku: Tanya Jawab Kurikulum Merdeka. Kemendikbudristek, 9–46. ult.kemdikbud.go.id
5. Kemendikbudristek. (2022). Kurikulum (Paradigma, filosofi dan latar belakang).kemdikbud.go.id

Supporters:		

Supporting lecturer	Dr. Wisanti, M.S. Dra. Herlina Fitrihidajati, M.Si. Dr. Nur Kuswanti, M.Sc.St. Dr. Raharjo, M.Si. Dr. Rinie Pratiwi Puspitawati, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Widowati Budijastuti, M.Si. Dr. Sifak Indana, M.Pd. Dr. Ulfi Faizah, S.Pd., M.Si. Dr. Muji Sri Prastiwi, S.Pd., M.Pd. Nur Qomariyah, S.Pd., M.Sc. Dr. Pramita Yakub, 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	Understand the paradigm, philosophy and implementation of the 2022 Curriculum	a. Explaining the Independent Curriculum paradigm. b. Comparing the implementation of the 2013 Curriculum and the Independent Curriculum. c. explain the differences between learning tools before the Independent Curriculum and today. d. Explain the main duties of teachers	**Criteria:** Quantitative (C2); test **Form of Assessment** : Participatory Activities	Lectures, discussions, assignments 2 X 50		**Material:** Merdeka Curriculum **Library:** *Ministry of Education and Culture. (2022). Pocket Book: Questions and Answers for the Independent Curriculum. Ministry of Education and Culture, 9–46. ult.kemdikbud.go.id* - - - - - - - - - - - - - - - - **Material:** Main tasks of teachers and paradigms, philosophy and background of the 2022 Curriculum **Library:** *Kemendikbudristek. (2022). Curriculum (Paradigm, philosophy and background). kemdikbud.go.id*	0%
2	Understand the PBL and PjBL models in digital-based learning planning	a. Comparing the application of PBL and PjBL in learning planning. b. Analyze learning tools that integrate digital in PBL or PjBL	**Criteria:** Quantitative, test and non-test **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and assignment 2 X 50		**Material:** PBL and PjBL **Reference:** *Arends, RI 2012. Learning to Teach . New York: McGraw-Hill International Edition.*	5%
3	Understand basic teaching skills	a. explain the importance of prospective teachers mastering basic teaching skills. b. explain basic skills relevant to PBL or PjBL c. explain the importance of microteaching to practice teaching skills d. analyzing microteaching recordings of aspects of teaching skills assessment	**Criteria:** Quantitative (C2 and C4), test and non-test **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment	Lectures, discussions 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	10%

4	Understand basic teaching skills	a. explain the importance of prospective teachers mastering basic teaching skills. b. explain basic skills relevant to PBL or PjBL c. explain the importance of microteaching to practice teaching skills d. analyzing microteaching recordings of aspects of teaching skills assessment	**Criteria:** Quantitative (C2 and C4), test and non-test **Form of Assessment** : Practical Assessment	Lectures, discussions 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	5%
5	Understand the importance of HOTS qualified assessments	a. Explain the reasons related to the importance of HOTS qualified assessments. b. Make a HOTS assessment of one learning activity with the specified material	**Criteria:** Quantitative (C2 and C4), test **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, presentation 2 X 50			5%
6	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Form of Assessment** : Project Results Assessment / Product Assessment	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	5%
7	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Form of Assessment** : Participatory Activities	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	0%

8		a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Form of Assessment** : Participatory Activities	MIDTERM EXAM		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	10%
9	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Form of Assessment** : Participatory Activities	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	0%
10	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Form of Assessment** : Project Results Assessment / Product Assessment	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	5%

11	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Form of Assessment** : Project Results Assessment / Product Assessment	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	5%
12	1.Demonstrates independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT 3.Reflect honestly on teaching skills as a result of practicing through microteaching	a. Demonstrate mastery of the skills of opening and closing lessons. b. Demonstrate mastery of questioning skills. c. Demonstrate mastery of explanation skills. d. Demonstrate mastery of group discussion skills. e. Demonstrate mastery of classroom management skills and discipline f. Demonstrate mastery of reinforcement skills	**Criteria:** Quantitative non-test **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Workshop 2 X 50		**Material:** Teaching and microteaching skills **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.*	10%
13	1.Demonstrate independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT	a. Make learning plans that represent teaching skills b. Presents recordings of the implementation of learning plans that are representative of teaching skills in video form	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, guidance on project assignments 2 X 50			10%
14	1.Demonstrate independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT	a. Make learning plans that represent teaching skills b. Presents recordings of the implementation of learning plans that are representative of teaching skills in video form	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, guidance on project assignments 2 X 50			10%
15	1.Demonstrate independent character to develop teaching skills 2.Develop learning plans, implement and evaluate biology learning by utilizing ICT	a. Make learning plans that represent teaching skills b. Presents recordings of the implementation of learning plans that are representative of teaching skills in video form	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Reflection discussion and feedback 2 X 50			10%

16	1. Demonstrate independent character to develop teaching skills 2. Develop learning plans, implement and evaluate biology learning by utilizing ICT	a. Make learning plans that represent teaching skills b. Presents recordings of the implementation of learning plans that are representative of teaching skills in video form	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Reflection discussion and feedback 2 X 50			10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	33.33%
2.	Project Results Assessment / Product Assessment	53.33%
3.	Portfolio Assessment	3.33%
4.	Practical Assessment	10%
		99.99%

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.