	Universitas Negeri Surabaya Faculty of Engineering, Building Engineering Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
MICROTEACHING		8320502259			T=2	P=0	ECTS=3.18	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that 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 aims to train students to have knowledge, understanding and skills regarding management/learning and carry out learning assessments in vocational schools in accordance with the 2013 curriculum which is relevant to pedagogical, personality, social and professional competencies.

References	**Main :**

1. Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merril
2. Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc.
3. Essa, Eva L. 2003. Introduction To Earlychildhood Education. Canada: Thompson Delmar Learning.
4. Idi, Abdullah. 2007. Pengembangan Kurikulum. Teori & Praktek. Yogyakarta: Ar Ruz Media
5. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini
6. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 tentang Kurikulum Pendidikan Anak Usia Dini.
7. Eliason, Claudia dan Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merril Print of MacMillan, College. Diroktorat PAUD. 2015. Buku panduan kurikulum pendidikan anak usia dini apa, mengapa, dan bagaimana . Jakarta: Direktorat PAUD.
8. Diroktorat PAUD. 2015. Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini. Jakarta: Direktorat PAUD.

	Supporters:

Supporting lecturer	NANIK ESTIDARSANI INDIAH KUSTINI Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Drs. Andang Widjaja, S.T., M.T. Prof. Dr. Suparji, 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	Curriculum analysis, students can determine the indicators and learning objectives of a KD in the specified subjects.	Can prepare indicators. Can develop learning objectives	**Criteria:** Good, average, poor	Discussion and practice 2 X 50			0%
2	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	1.RPP is prepared using an innovative learning model (PAIKEM) 2.LPs are arranged according to learning objectives. 3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain	**Criteria:** The devices that have been prepared can be implemented.	Lectures, discussions and exercises 2 X 50			0%
3	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	1.RPP is prepared using an innovative learning model (PAIKEM) 2.LPs are arranged according to learning objectives. 3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain	**Criteria:** The devices that have been prepared can be implemented.	Lectures, discussions and exercises 2 X 50			0%
4	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	1.RPP is prepared using an innovative learning model (PAIKEM) 2.LPs are arranged according to learning objectives. 3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain	**Criteria:** The devices that have been prepared can be implemented.	Lectures, discussions and exercises 2 X 50			0%
5	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%

6	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
7	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
8	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
9	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
10	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
11	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
12	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
13	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
14	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
15	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	**Criteria:** participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.