



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																																																																																														
Teaching Skills and Microlearning	8320504289	Compulsory Study Program Subjects	T=0 P=0 ECTS=0	4	July 17, 2024																																																																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																																														
	Wahyu Dwi Mulyono, S.Pd., M.Pd.		Prof. Dr. Suparji, M.Pd.		Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																																																																														
Learning model	Project Based Learning																																																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																		
	Program Objectives (PO)																																																																																																		
	PO - 1	Students have knowledge of the basic concepts of the curriculum, especially for vocational school education.																																																																																																	
	PO - 2	Developing learning materials in accordance with the vocational school curriculum																																																																																																	
	PO - 3	Carrying out learning in accordance with the basic teaching abilities required by the teacher																																																																																																	
	PLO-PO Matrix																																																																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> <tr><td style="text-align: center;">PO-2</td></tr> <tr><td style="text-align: center;">PO-3</td></tr> </table>				P.O	PO-1	PO-2	PO-3																																																																																										
	P.O																																																																																																		
	PO-1																																																																																																		
	PO-2																																																																																																		
PO-3																																																																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>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> </tr> <tr> <td>PO-2</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> <tr> <td>PO-3</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> </tbody> </table>															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																
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																																																																																																			
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 curriculum that is relevant to pedagogical, personality, social and professional competencies.																																																																																																		
References	Main :																																																																																																		
	<ol style="list-style-type: none"> 1. Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merrill 2. Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc. 3. Idi, Abdullah. 2007. Pengembangan Kurikulum. Teori & Praktek. Yogyakarta: Ar Ruz Media 4. Kemdikbudristek RI. 2022. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran. Jakarta: Kemdikbudristek 																																																																																																		
	Supporters:																																																																																																		

Supporting lecturer		Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Drs. Andang Widjaja, S.T., M.T. Prof. Dr. Suparji, S.Pd., M.Pd. Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T. Heri Suryaman, S.Pd., M.Pd. Wahyu Dwi Mulyono, 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.	1.Can compile indicators 2.Can formulate learning objectives	Criteria: Good, average, poor Form of Assessment : Participatory Activities	Discussion and practice 2 X 50		Material: Vocational School curriculum guidelines Library: <i>Indonesian Ministry of Education and Culture. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	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. Form of Assessment : Portfolio Assessment, Practice / Performance	Lectures, discussions and exercises 2 X 50		Material: Teaching materials Library: <i>Idi, Abdullah. 2007. Curriculum Development. Theory & Practice. Yogyakarta: Ar Ruz Media</i>	0%

3	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	<p>1.RPP is prepared using an innovative learning model (PAIKEM)</p> <p>2.LPs are arranged according to learning objectives.</p> <p>3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain</p>	<p>Criteria: The devices that have been prepared can be implemented.</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and exercises 2 X 50		<p>Material: Teaching materials Library: <i>Idi, Abdullah. 2007. Curriculum Development. Theory & Practice. Yogyakarta: Ar Ruz Media</i></p>	5%
4	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	<p>1.RPP is prepared using an innovative learning model (PAIKEM)</p> <p>2.LPs are arranged according to learning objectives.</p> <p>3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain</p>	<p>Criteria: The devices that have been prepared can be implemented.</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and exercises 2 X 50		<p>Material: Teaching materials Library: <i>Idi, Abdullah. 2007. Curriculum Development. Theory & Practice. Yogyakarta: Ar Ruz Media</i></p>	0%
5	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	<p>Criteria: participation and implementation of learning.</p>	Role playing; Teaching practice (Peerteaching) 2 X 50		<p>Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i></p>	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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	5%

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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	15%
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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	5%

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		Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	5%
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		Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	5%

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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	5%
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		Material: Application of learning at Pustaka Vocational School: Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture	5%

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		Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	5%
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		Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	5%

16	Collection of portfolios and microlearning documents		Criteria: According to the assessment rubric Form of Assessment : Portfolio Assessment	Assignment		Material: Application of learning at Pustaka Vocational School: <i>Ministry of Education and Culture of the Republic of Indonesia. 2022. Regulation of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Jakarta: Ministry of Education and Culture</i>	40%
----	--	--	---	------------	--	---	-----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Portfolio Assessment	45%
		45%

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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.