		Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Commerce Education Study Program				**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
MICROTEACHING		8721102101		**T=0**	**P=0**	**ECTS=0**	6	July 19, 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	The Micro Teaching Learning course discusses the teacher's function (as an educator) in the learning process, preparing learning instruments for peer teaching practice, mastering and practicing basic teaching skills (Question Skills, Reinforcement Skills, Variation Skills, Explaining Skills, Opening and Closing Skills, Skills in Guiding Small Group Discussions, Skills, Class Management, Small Group and Individual Teaching Skills), and practicing/simulating real teaching processes in the classroom (lecture) and in the micro teaching lab. Course Description The Micro Teaching Learning course discusses the function of the teacher (as educator) in the learning process, preparing learning instruments for peer teaching practice, mastering and practicing basic teaching skills (Questioning Skills, Reinforcement Skills, Variation Skills, Explaining Skills, Opening and Closing Skills, Skills for Guiding Small Group Discussions, Skills, Class Management, Small Group and Individual Teaching Skills), and practicing/simulating real teaching processes in classrooms (lectures) and in the micro teaching lab

References	**Main :**	

1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, danAplikasi . 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. 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 (Teoridan 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. Saino, M.Pd. Dr. Harti, M.Si. Dr. Tri Sudarwanto, S.Pd., MSM. Dr. Raya Sulistyowati, S.Pd., M.Pd. Novi Marlena, S.Pd., M.Si. Dr. Finisica Dwijayati Patrikha, S.Pd., M.Pd. Renny Dwijayanti, S.Pd., M.Pd. Septyan Budy Cahya, S.Pd., M.Pd. Veni Rafida, 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	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	- Explain the concept and MBS from various learning sources and ICT - Explain the characteristics of schools that implement SBM		Lectures, discussions, assignments 2 X 50			0%
2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Identify the school curriculum		Discussion 2 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 drafting SK		Lectures vary Discussion 2 X 50			0%
4	Have important knowledge of school-based management, clinical supervision, microteaching, and learning planning (1)	- Explain the concept of micro teaching from various learning sources and ICT - Give examples of basic teaching skills		Lectures, varied discussions, and assignments 2 X 50			0%
5	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explain the scenario of basic teaching skills		Discussion, presentation 2 X 50			0%
6	Making decisions regarding 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 learning tools in the form of syllabus, lesson plans and teaching materials		Workshop and presentation 2 X 50			0%

7	Making decisions regarding 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	Developing assessment instruments for microteaching		Workshop and presentation 2 X 50			0%
8	.....Midterm Exam......			2 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		Microteaching and 2 X 50 simulation			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		Microteaching and 2 X 50 simulation			0%
11	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 2 X 50 simulation			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 2 X 50 simulation			0%

No							
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 2 X 50 simulation			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 2 X 50 simulation			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 2 X 50 simulation			0%
16	... Final exams			2 X 50			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.