



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Business Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Teaching Skills and Microlearning	8721100139		T=2	P=0	ECTS=3.18	5	March 1, 2024																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																	
		Drs. Saino. M.Pd			Dr. Tri Sudarwanto, S.Pd., MSM.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>							P.O																															
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
References	<p>Main :</p> <ol style="list-style-type: none"> 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 Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeth 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 (Teori dan 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. <p>Supporters:</p>																																						
Supporting lecturer	Drs. Saino, M.Pd. Dr. Tri Sudarwanto, S.Pd., MSM. Dr. Raya Sulistyowati, S.Pd., M.Pd. Novi Marlana, S.Pd., M.Si. Dr. Finisica Dwijayati Patrikha, S.Pd., M.Pd. Renny Dwijayanti, 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, micro teaching and learning planning (1)	1.Explains concepts and MBS from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, discussions, assignments 2 X 50			0%
2	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Identify the school curriculum	Form of Assessment : Participatory Activities	Discussion 2 X 50			0%
3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	1.Explains the concept of Clinical Supervision (SK) from various learning sources and ICT 2.Explain the factors that influence the process of drafting a SK	Form of Assessment : Participatory Activities	Lectures, discussions 2 X 50			0%
4	Have important knowledge of school-based management, clinical supervision, micro teaching, and learning planning (1)	1.Explains the concept of micro teaching from various learning sources and ICT 2.Give examples of basic teaching skills	Form of Assessment : Participatory Activities	Lectures, discussions and assignments 2 X 50			0%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios		Discussion, Presentation 2 X 50			0%
6	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 learning tools in the form of syllabus, lesson plans and teaching materials	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Workshop and Presentation 2 X 50			100%
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		Workshop and Presentation 2 X 50			0%

8	Midterm exam		Form of Assessment : Practice / Performance	2 X 50			0%
9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	<ol style="list-style-type: none"> 1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices 		Micro teaching and simulation 2 X 50			0%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	<ol style="list-style-type: none"> 1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices 		Microteaching and simulation 2 X 50			0%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	<ol style="list-style-type: none"> 1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices 		Microteaching and simulation 2 X 50			0%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> 1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices 		Micro teaching and simulation 2 X 50			0%

13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices		Micro teaching and simulation 2 X 50			0%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices		Micro teaching and simulation 2 X 50			0%
15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices		Micro teaching and simulation 2 X 50			0%
16	Final exams			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	33.33%
2.	Project Results Assessment / Product Assessment	33.33%
3.	Test	33.33%
		99.99%

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.

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.