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

SEMESTER LEARNING PLAN						
Courses		**CODE**	**Course Family**	**Credit Weight**	**SEMESTER**	**Compilation Date**
Development of Learning Tools		8420403226		**T=3** **P=0** **ECTS=4.77**	0	July 18, 2024
AUTHORIZATION		**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**		
		....	....	Prof. Dr. Utiya Azizah, M.Pd.		

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	<table><tr><td>P.O</td></tr></table>
	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 examines school-based management, clinical supervision through presentations and discussions; and facilitate students in developing learning tools based on the curriculum, needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for Learning Management Program courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of Learning Tools for secondary schools (SMA/SMK). Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.
References	**Main :**

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: Alfabeta
4. UPT-P4 Unesa. 2012. 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.

	Supporters:
Supporting lecturer	ISMONO Dr. Sukarmin, M.Pd. Dr. Muchlis, 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)	Explaining the concept and SBM from various learning sources and ICT. Explaining the characteristics of schools that implement SBM	**Criteria:** 1. No. Observed Aspects/Indicators 2. 1. Say hello and check students' attendance 3. 2. Attract students' attention (motivate) 4. 3. State the indicators/goals to be achieved 5. 4. Convey the main issues to be discussed 6. 5. Convey the importance of the material to be studied 7. 6. Relate lessons learned with new topics 8. 7. Convey work plans and time distribution	Lectures, Discussions, Assignments 3 X 50			0%
2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explain the school curriculum as a result of observations	**Criteria:** 1. No. Observed Aspects/Indicators 2. 1. Say hello and check students' attendance 3. 2. Attract students' attention (motivate) 4. 3. State the indicators/goals to be achieved 5. 4. Convey the main issues to be discussed 6. 5. Convey the importance of the material to be studied 7. 6. Relate lessons learned with new topics 8. 7. Convey work plans and time distribution	Discussion 3 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 designing SK	**Criteria:** 1. No. Observed Aspects/Indicators 2. 1. Say hello and check students' attendance 3. 2. Attract students' attention (motivate) 4. 3. State the indicators/goals to be achieved 5. 4. Convey the main issues to be discussed 6. 5. Convey the importance of the material to be studied 7. 6. Relate lessons learned with new topics 8. 7. Convey work plans and time distribution	Lectures, Discussions 3 X 50			0%

| 4 | Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1) | - Explains the concept of microteaching from various learning sources and ICT. Gives examples of basic teaching skills | **Criteria:**
1.1, Warmth: Show serious movements, expressions, sounds and nods
2.2, Seriousness: Carry it out seriously (no small talk)
3.3, Meaningful: Using the words 1CGood, 1D 1CExactly, 1D and similar, if the teacher asks and the students answer
4.4,There are variations: nod, smile, touch, nice, hand gesture | Lectures and discussions, assignments 3 X 50 | | | 0% |
| 5 | Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1) | Explains basic teaching skills scenarios | **Criteria:**
1.1, Warmth: Show serious movements, expressions, sounds and nods
2.2, Seriousness: Carry it out seriously (no small talk)
3.3, Meaningful: Using the words 1CGood, 1D 1CExactly, 1D and similar, if the teacher asks and the students answer
4.4,There are variations: nod, smile, touch, nice, hand gesture | Discussion, Presentation 3 X 50 | | | 0% |

6	· Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) · Develop learning tools that take into account the diversity of students, including students with special needs (6) · Utilize research results to develop effective learning tools (5)	Develop learning tools in the form of syllabus, lesson plans and worksheets	**Criteria:** 1.1. Express questions clearly and concisely 2.2. Providing references: Providing information that becomes a reference for questions so that students can answer correctly 3.3. Focusing on the answer requested: Giving a broad (open) question and then turning it into a narrow question 4.4. Shifting turns: Asking different students to answer the same question 5.5. Distribution of questions: with a specific purpose the teacher can ask questions to the whole class, to certain students, or explain student responses to other students 6.6. Giving time to think 7.7. Providing guidance: expressing questions in another form or way, asking simpler questions, or repeating previous explanations	Workshop, presentation 3 X 50				0%
7	· Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) · Develop learning tools that take into account the diversity of students, including students with special needs (6) Utilize research results to develop effective learning tools (5)	Develop assessments	**Criteria:** 1.1. Explanation is relevant to the purpose 2.2. Provide explanations when students have questions or are previously designed by the teacher 3.3. Explanations are given at the beginning, middle or end 4.4. The explanation is appropriate to the student's background and abilities 5.5.Use examples 6.6. Ask students questions about material that students do not understand	Workshop, presentation 3 X 50				0%
8	UTS			3 X 50				0%

9	· Have a responsible attitude by applying 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	**Criteria:** 1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time 2.2. Variations in facial expressions, hand gestures, where to stand 3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 5.5. Variations in using tools or real objects in learning	3 X 50 Microteaching Simulation			0%
10	· Have a responsible attitude by applying 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	**Criteria:** 1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time 2.2. Variations in facial expressions, hand gestures, where to stand 3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 5.5. Variations in using tools or real objects in learning	3 X 50 Microteaching Simulation			0%

11	· Have a responsible attitude by applying 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	**Criteria:** 1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time 2.2. Variations in facial expressions, hand gestures, where to stand 3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 5.5. Variations in using tools or real objects in learning	3 X 50 Microteaching Simulation			0%
12	· Have a responsible attitude by applying 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	**Criteria:** 1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time 2.2. Variations in facial expressions, hand gestures, where to stand 3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 5.5. Variations in using tools or real objects in learning	3 X 50 Microteaching Simulation			0%

| 13 | · Have a responsible attitude by applying 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 | **Criteria:**
1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time
2.2. Variations in facial expressions, hand gestures, where to stand
3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.)
4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos
5.5. Variations in using tools or real objects in learning | 3 X 50 Microteaching Simulation | | | 0% |
| 14 | · Have a responsible attitude by applying 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 | **Criteria:**
1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time
2.2. Variations in facial expressions, hand gestures, where to stand
3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.)
4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos
5.5. Variations in using tools or real objects in learning | 3 X 50 Microteaching Simulation | | | 0% |

| 15 | · Have a responsible attitude by applying 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 | **Criteria:**
1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time
2.2. Variations in facial expressions, hand gestures, where to stand
3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.)
4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos
5.5. Variations in using tools or real objects in learning | 3 X 50 Microteaching Simulation | | | 0% |
| 16 | · Have a responsible attitude by applying 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 | **Criteria:**
1.1.Variety of sounds (high-low, fast-slow, loud-soft), pause at the right time
2.2. Variations in facial expressions, hand gestures, where to stand
3.3. Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.)
4.4. Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos
5.5. Variations in using tools or real objects in learning | 3 X 50 Microteaching Simulation | | | 0% |

Evaluation Percentage Recap: Case Study

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.