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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Micro Learning		8420403283		**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Prof. Dr. Utiya Azizah, M.Pd.	

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 examines school-based management, clinical supervision through presentations and discussions, and facilitates students in developing learning tools based on the applicable curriculum, the needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for microteaching 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 primary and secondary education. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching

References	**Main :**	
	1.	
	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. PsikologiPendidikan (TeoridanPraktik) (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	Prof. Dr. Achmad Lutfi, M.Pd. Prof. Dr. Harun Nasrudin, M.S. ISMONO Prof. Dr. Utiya Azizah, M.Pd. Dr. Sukarmin, M.Pd. Dr. Mitarlis, S.Pd., M.Si. Dr. Muchlis, S.Pd., M.Pd. Dr.Hj. Rinaningsih, S.Pd., M.Pd. Dian Novita, S.T., M.Pd. Dr. Kusumawati Dwiningsih, S.Pd., M.Pd. Rusmini, S.Pd., M.Si. Rusly Hidayah, S.Si., M.Pd. Bertha Yonata, S.Pd., M.Pd. Findiyani Ernawati Asih, 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.Explains concepts and MBS from various learning sources and ICT 2.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	Identify the school curriculum		Discussion 3 X 50			0%
3	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	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		Lecture Discussion 3 X 50			0%
4	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	Explains the concept of microteaching from various learning sources and ICT. Gives examples of basic teaching skills		Lectures, discussions and assignments 3 X 50			0%
5	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	Explains basic teaching skills scenarios		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 Develop learning tools that take into account the diversity of students, including students with special needs Utilize research results to develop effective learning tools	Develop learning tools in the form of syllabus, lesson plans and teaching materials		3 X 50 workshops and presentations			0%

7	Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material Develop learning tools that take into account the diversity of students, including students with special needs Utilize research results to develop effective learning tools	Develop assessments		3 X 50 workshops and presentations			0%
8				3 X 50			0%
9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 X 50			0%

15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- 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 Simulation 3 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.