



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Microteaching	8321102094		T=1	P=1	ECTS=3.18	6	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																	
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																																					
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 2013 curriculum which is relevant to pedagogical, personality, social and professional competencies.																																						
	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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References	Main :																																						
	<ol style="list-style-type: none"> 1. Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merril 2. Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc. 3. Essa, Eva L. 2003. Introduction To Earlychildhood Education. Canada: Thompson Delmar Learning. 4. Idi, Abdullah. 2007. Pengembangan Kurikulum. Teori & Praktek. Yogyakarta: Ar Ruz Media 5. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini 6. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 tentang Kurikulum Pendidikan Anak Usia Dini. 7. Eliason, Claudia dan Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merril Print of MacMillan, College. Direktorat PAUD. 2015. Buku panduan kurikulum pendidikan anak usia dini apa, mengapa, dan bagaimana . Jakarta: Direktorat PAUD. 8. Direktorat PAUD. 2015. Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini. Jakarta: Direktorat PAUD. 																																						
	Supporters:																																						
Supporting lecturer	Dra. Hj. Suhartiningsih, M.Pd. Prof. Dr. Any Sutiadiningsih, M.Si. Nugrahani Astuti, S.Pd., M.Pd. Mauren Gita Miranti, 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	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the drafting guidelines in the 2013 curriculum at vocational schools 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%
2	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%

3	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%
4	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%
5	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%

6	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%
7	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		scientific 2 X 50			0%
8	Students are able to do UTS			2 X 50			0%
9	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		cognitive collaborative 2 X 50			0%

10	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		cognitive collaborative 2 X 50			0%
11	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for vocational school students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		cognitive collaborative 2 X 50			0%
12	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for Fashion Design Vocational School students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		cognitive collaborative 2 X 50			0%

13	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for Fashion Design Vocational School students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the drafting guidelines in the 2013 Vocational School of Fashion curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 Vocational School of Fashion curriculum 		cognitive collaborative 2 X 50			0%
14	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for Fashion Design Vocational School students	<ol style="list-style-type: none"> 1. Students can: arrange learning tools according to the drafting guidelines in the 2013 Vocational School of Fashion curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum 		cognitive collaborative 2 X 50			0%

15	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for Fashion Design Vocational School students	1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum		cognitive collaborative 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.