



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Economic Education Undergraduate Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																																																																	
<b>TEACHING AND MICRO LEARNING SKILLS</b>	8720302372		T=2 P=0 ECTS=3.18	5	May 10, 2023																																																																																																																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																																																																		
	Retno Mustika Dewi, S.Pd, M.Pd		Dr. Luqman Hakim, S.Pd, M.A	Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																																																																																																																																		
<b>Learning model</b>	Project Based Learning																																																																																																																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																																																					
	<b>PLO-10</b>	Able to design and compile economic learning tools based on science and technology																																																																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																																																																					
	<b>PO - 1</b>	Realizing an honest and independent character related to micro teaching tasks																																																																																																																																																				
	<b>PO - 2</b>	Have knowledge of school-based management, clinical supervision, microteaching and learning planning																																																																																																																																																				
	<b>PO - 3</b>	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material																																																																																																																																																				
	<b>PO - 4</b>	Utilize learning resources and ICT to support the design and implementation of clinical supervision, micro teaching and peer teaching																																																																																																																																																				
	<b>PO - 5</b>	Utilizing research results to develop effective learning tools																																																																																																																																																				
	<b>PO - 6</b>	Develop learning tools that pay attention to the diversity of students																																																																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="5">PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td> <td></td><td></td><td></td><td></td><td></td> </tr> </table>				P.O	PLO-10					PO-1						PO-2						PO-3						PO-4						PO-5						PO-6																																																																																																												
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																
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<b>Short Course Description</b>	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.																																																																																																																																																					
<b>References</b>	<b>Main :</b>																																																																																																																																																					

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
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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:**

1. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks
2. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.
3. Wijayati, D. T. ., Surjanti, J. ., Fazlurrahman, H. ., Hadi, H. K. ., & Kautsar, A. . (2021). Manajemen Diri: Upaya Percepatan Profesionalisme Guru Taman Kanak-Kanak Dan Sekolah Dasar Di Kecamatan Sukodono Sidoarjo . Inspirasi: Jurnal Pengabdian Dan Pemberdayaan Masyarakat, 1(2), 89–98. Retrieved from <https://journal.inspirasi.or.id/jppm/article/view/84>

**Supporting lecturer**

Muhammad Abdul Ghofur, S.E., M.Pd.  
 Dhiah Fitriyati, S.Pd., M.E.  
 Dr. Retno Mustika Dewi, S.Pd., M.Pd.  
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 Mohamad Arief Rafsanjani, S.Pd., M.Pd.  
 Albrian Fiky Prakoso, S.Pd., M.Pd.  
 Heni Purwa Pamungkas, S.Pd., M.Pd.  
 Eka Indah Nurlaili, 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	<b>Criteria:</b> Participatory Assessment Rubric  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, assignments 2 X 50	- -	<b>Material:</b> School-based management concept and school characteristics <b>Reference:</b> <i>Mulyasa, E. 2004. School-Based Management: Concept, Strategy and Implementation. Bandung: PT Teen Rosdakarya.</i>  <b>Material:</b> school-based management concept and school characteristics <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
2	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Identify the school curriculum	<b>Criteria:</b> Participatory Assessment Rubric  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers 2 X 50	-	<b>Material:</b> School curriculum <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%

3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	1.Accuracy in explaining the concept of Clinical Supervision (SK) from various learning sources and ICT 2.Accuracy in explaining the factors that influence the SK drafting process	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers 2 X 50	-	<b>Material:</b> clinical supervision <b>Reference:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeth</i>	5%
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	<b>Criteria:</b> basic teaching skills assessment rubric  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Project Based learning 2 X 50	-	<b>Material:</b> clinical supervision <b>Reference:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeth</i>	5%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Discussion, Presentation 2 X 50	-	<b>Material:</b> basic teaching skills <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
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 a syllabus, lesson plans and teaching materials	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Workshop and Presentation 2 X 50	-	<b>Material:</b> preparation of learning scenarios <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
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	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Workshop and Presentation 2 X 50	-	<b>Material:</b> assessment instruments <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
8	Midterm exam	meeting materials 1-7	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Test	- 2 X 50	-	<b>Material:</b> uts <b>Library:</b>	10%

9	1. Carry 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 tools	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	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Practice / Performance	Micro teaching and simulation 2 X 50	-	<b>Material:</b> microteaching <b>Library:</b>  <b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>  <b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Practice / Performance	Micro teaching and simulation 2 X 50	-	<b>Material:</b> microteaching <b>Library:</b>  <b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>  <b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	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	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Practice / Performance	Microteaching and 2 X 50 simulation	-	<b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>  <b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%

12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> scoring guidelines</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Micro teaching and simulation 2 X 50	-	<p><b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i></p>	5%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> scoring guidelines</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Micro teaching and simulation 2 X 50	-	<p><b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i></p>	5%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> scoring guidelines</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Micro teaching and simulation 2 X 50	-	<p><b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i></p>	5%

15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Micro teaching and simulation 2 X 50	-	<b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>  <b>Material:</b> microteaching <b>Reference:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
16	Final exams	material for meetings 8-15	<b>Criteria:</b> scoring guidelines  <b>Form of Assessment :</b> Test	- 2 X 50	-	<b>Material:</b> microteaching <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	20%
3.	Practice / Performance	35%
4.	Test	30%
		100%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.