



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																				
Teaching Skills And Microlearning	8820902540	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																					
	Vivi Ervina Dewi, S.Pd., M.Pd.				Dr. Welly Suryandoko, S.Pd., M.Pd.																																																																																					
Learning model	Project Based Learning																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																										
	Program Objectives (PO)																																																																																										
	PO - 1	Able to master the skills of opening lessons																																																																																									
	PO - 2	Able to master the skills of explaining teaching material in front of the class																																																																																									
	PO - 3	Able to master the skills to close learning in class																																																																																									
	PLO-PO Matrix																																																																																										
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>	P.O	PO-1	PO-2	PO-3																																																																																					
P.O																																																																																											
PO-1																																																																																											
PO-2																																																																																											
PO-3																																																																																											
PO Matrix at the end of each learning stage (Sub-PO)																																																																																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> </tbody> </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																						
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																																																																																											
Short Course Description	Understanding and Steps Regarding Observation and Micro-Learning, Questioning Skills, Reinforcement Skills, Variation Skills, Explaining Skills, Opening and Closing Skills, Small Group Discussion Guiding Skills, Class Management Skills, Small Group and Individual Teaching Skills																																																																																										
References	Main :																																																																																										
	<ol style="list-style-type: none"> 1. Abimanyu. 1984. Keterampilan Membuka dan Menutup Pelajaran . Jakarta 2. Hasibuan, JJ Ibrahim. 1988. Proses Belajar Mengajar Keterampilan Dasar Mikro . Bandung: Remaja Karya 3. Dimiyati, dkk. 1994. Belajar dan Pembelajaran . Jakarta: Dirjen Dikti. 4. Wardani IGAK. 1985. Keterampilan Membimbing Kelompok Kecil . Jakarta: P2LPTK Ditjen Dikti 5. Raffi Kosasi. 1985. Keterampilan Menjelaskan . Ditjen Dikti. Depdikbud 6. Sugeng Pranoto dkk. 1980. Micro Teaching . Jakarta: Departemen Pendidikan dan Kebudayaan 7. Sanjaya, Wina. 2009. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Grup 8. Suparman, Atwi. 2001. Desain Instruksional . Jakarta: Pusat Antar Universitas untuk Peningkatan. 9. Usman, User. 2001. Menjadi Guru dalam Proses belajar Mengajar . Bandung: Rosdakarya 10. Wijaya, Cece. 1991. Kemampuan Guru dalam Proses Belajar mengajar . Bandung: Rosdakarya 																																																																																										
	Supporters:																																																																																										

Supporting lecturer		Dra. Noordiana, M.Sn. Dr. Eko Wahyuni Rahayu, M.Hum. Dr. Subianto Karoso, M.Kes. Drs. Bambang Sugito, M.Sn. Dra. Enie Wahyuning Handayani, M.Si. Dr. Arif Hidayat, S.Sn., M.Pd. Dr. Indar Sabri, S.Sn., M.Pd. Budi Dharmawanputra, S.Pd., M.Pd. Dr. Welly Suryandoko, S.Pd., M.Pd. Vivi Ervina Dewi, 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	Understand and have understanding and insight into Teaching Skills and Micro Learning	1.Students are able to understand and have understanding and insight into Teaching Skills and Micro Learning 2.Understand and understand the sequence of the learning process starting from the opening, material and closing	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Participatory Activities	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: understanding and insight into Teaching Skills and Micro Learning Library: Wardani IGAK. 1985. <i>Small Group Guiding Skills</i> . Jakarta: P2LPTK Directorate General of Higher Education Material: make lesson plans and simulate in front of the class References:	0%
2	Explain the nature of basic skills in leading small discussions	Students are able to explain the nature of basic skills in leading small discussions	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Practice / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: the essence of basic skills in leading small discussions Reader: Wardani IGAK. 1985. <i>Small Group Guiding Skills</i> . Jakarta: P2LPTK Directorate General of Higher Education Material: Simulation of skills for opening lessons References:	3%
3	Explaining the nature of the basic skill of making variations and explaining it in learning. Explaining the nature of the basic skill of explaining and explaining it in learning	1.Students are able to explain the nature of basic skills in performing variations and explain them in learning. 2.Students are able to explain the nature of basic explaining skills and explain them in learning	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: the essence of basic skills in making variations and explaining them in learning. Reference: Sugeng Pranoto et al. 1980. <i>Micro Teaching</i> . Jakarta: Department of Education and Culture Material: Evaluation and simulation of speech skills in front of the class References:	3%

4	Explaining the essence of the basic skills of opening and closing and explaining in learning Explaining the nature of the basic skills of guiding small group discussions and explaining in learning	1.Students are able to explain the nature of basic opening and closing skills and explain in learning 2.Students are able to explain the nature of basic skills in guiding small group discussions and explaining learning	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Practice / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50	Material: the essence of basic opening and closing skills and explanations in learning. Reference: <i>Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works</i>	3%
5	Explaining the nature of basic skills for managing a class and explaining in learning Explaining the nature of basic skills for teaching small groups and individuals and explaining in learning	1.Students are able to explain the nature of basic classroom management skills and explain learning 2.Students are able to explain the nature of basic small group and individual teaching skills and explain learning	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Practice / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50	Material: the essence of basic skills in managing a class and explaining in learning Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i>	3%
6	Explaining the nature of basic skills for managing a class and explaining in learning Explaining the nature of basic skills for teaching small groups and individuals and explaining in learning	1.Students are able to explain the nature of basic classroom management skills and explain learning 2.Students are able to explain the nature of basic small group and individual teaching skills and explain learning	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Practice / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50	Material: the essence of basic classroom management skills and explanations in learning. Reader: <i>Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group</i>	3%
7	Demonstrate basic questioning skills	Students are able to demonstrate basic questioning skills	Criteria: 1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40 Form of Assessment : Practice / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50	Material: basic asking skills Reader: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i>	3%

8	Midterm exam	Midterm exam	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p>	- 2 X 50			20%
9	Demonstrating basic skills provides reinforcement	Students are able to demonstrate basic skills in providing reinforcement	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment :</p> <p>Participatory Activities, Practice/Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: basic skills provide reinforcement</p> <p>Reference: <i>Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture</i></p> <p>Material: Comprehensive simulation and group discussion</p> <p>References:</p>	5%
10	Understand the application of aspects in the learning process	Students understand the application of aspects in the learning process	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment :</p> <p>Participatory Activities, Practice/Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: application of aspects in the learning process</p> <p>Reader: <i>Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group</i></p>	3%
11	Demonstrate basic opening and closing skills	Students are able to demonstrate basic opening and closing skills	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: basic opening and closing skills</p> <p>Reader: <i>Abimanyu. 1984. Skills for Opening and Closing Lessons. Jakarta</i></p>	3%
12	Practicing Learning Process Design	Students are able to practice the Learning Process Design	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment :</p> <p>Participatory Activities, Practice/Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: Learning Process Design</p> <p>Reader: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	10%

13	Analyzing Learning Process Design	Students are able to analyze the Learning Process Design	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: Learning Process Design</p> <p>References: Dimiyati, et al. 1994. <i>Learning and Learning</i>. Jakarta: Director General of Higher Education.</p>	3%
14	Developing a Learning Process Plan	Students are able to prepare a Learning Process Plan	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: Learning Process Design</p> <p>Literature: Sugeng Pranoto et al. 1980. <i>Micro Teaching</i>. Jakarta: Department of Education and Culture</p>	10%
15	Analyze the questions given with previously built knowledge	Students are able to analyze the questions given with previously built knowledge	<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: analysis of the questions given with knowledge that has been previously built.</p> <p>Reference: Sanjaya, Vienna. 2009. <i>Learning System Planning and Design</i>. Jakarta: Kencana Prenada Media Group</p> <p>Material: Develop a learning scenario in the form of a library lesson plan:</p>	12%
16	1. Analyze the questions given with previously built knowledge 2. Overall simulation practice starting from entering the class, opening, material, providing reinforcement, closing the lesson		<p>Criteria:</p> <p>1.85 < A < 100 2.80 < A- < 85 3.75 < B < 80 4.70 < B < 75 5.65 < B- < 70 6.60 < C < 65 7.55 < C < 60 8.40 < D < 55 9.0 < E < 40</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50			16%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	31.67%
2.	Project Results Assessment / Product Assessment	4%
3.	Portfolio Assessment	11.67%
4.	Practice / Performance	49.67%
		97.01%

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.