

	<b>Universitas Negeri Surabaya</b> <b>Faculty of Mathematics and Natural Sciences Natural Sciences</b> <b>Education Undergraduate Study Program</b>						<b>Document Code</b>																																
<b>SEMESTER LEARNING PLAN</b>																																							
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
<b>Micro Learning</b>	8420102181	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	6	May 10, 2023																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
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<b>Learning model</b>	<b>Case Studies</b>																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																						
	<b>PLO-1</b>	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																					
	<b>PLO-9</b>	Able to design, implement and evaluate science learning by utilizing ICT																																					
	<b>Program Objectives (PO)</b>																																						
	<b>PLO-PO Matrix</b>																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; text-align: center;">P.O</td> <td style="width: 30px; text-align: center;">PLO-1</td> <td style="width: 30px; text-align: center;">PLO-9</td> <td colspan="4"></td> </tr> </table>						P.O	PLO-1	PLO-9																													
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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" style="width: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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>	<ol style="list-style-type: none"> <li>1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo. 2</li> <li>2. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya.</li> <li>3. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta</li> <li>4. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press.</li> <li>5. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition.</li> <li>6. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks.</li> <li>7. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</li> <li>8. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press.</li> </ol>																																					
	<b>Supporters:</b>																																						

<b>Supporting lecturer</b>		Prof.Dr. Wahono Widodo, M.Si. Dr. Elok Sudibyo, S.Pd.,M.Pd. Prof. Dr. Erman, M.Pd. Dr. Siti Nurul Hidayati, S.Pd., M.Pd. Dr. Mohammad Budiyanto, S.Pd., M.Pd. Dr. Dyah Astriani, S.Pd., M.Pd. Dr. Hasan Subekti, S.Pd., M.Pd. Beni Setiawan, S.Pd., M.Pd., Ph.D. Tutut Nurita, S.Pd., M.Pd. Laily Rosdiana, S.Pd., M.Pd. An Nuril Maulida Fauziah, S.Pd., M.Pd. Enny Susiyawati, S.Si., M.Sc., M.Pd., Ph.D. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd.,M.Sc.					
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	Analyze 8 teaching skills		<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Presentation of introduction to MK, science learning, and 8 basic teaching skills by the lecturer, followed by an assignment to make an analysis of 8 teaching skills and their application in a sub-material/topic in science learning 2x50'	Make an analytical study of 8 teaching skills and their application in a sub-material/topic in science learning, upload the results of the study on SIDIA 2x50'		5%
2	Analyze 8 teaching skills		<b>Form of Assessment :</b> Participatory Activities	Presentation and discussion of 8 teaching skills and their application in a sub-material/topic in science learning 2x50'	Discussion of 8 teaching skills and their application in a sub-material/topic in science learning 2x50'		5%
3	Design and apply skills for opening and closing lessons in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create a plan for opening and closing lessons in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Make plans for opening and closing lessons in science learning on certain topics/materials, practice, take videos with cellphone, upload to SIDIA 2x50'		5%
4	Design and apply skills for opening and closing lessons in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create a plan for opening and closing lessons in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Make plans for opening and closing lessons in science learning on certain topics/materials, practice, take videos with cellphone, upload to SIDIA 2x50'		9%

5	Designing and applying explanation and questioning skills in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create a plan for explaining and asking questions in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Create a skill plan for explaining and asking questions in science learning on certain topics/materials, practice, take videos with a cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
6	Designing and applying explanation and questioning skills in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create a plan for explaining and asking questions in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Create a skill plan for explaining and asking questions in science learning on certain topics/materials, practice, take videos with a cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
7	Designing and applying explanation and questioning skills in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Design skills to provide variations and provide reinforcement in learning science on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Design skills to provide variations and provide reinforcement in learning science on certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
8	Designing and applying explanation and questioning skills in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Design skills to provide variations and provide reinforcement in learning science on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Design skills to provide variations and provide reinforcement in learning science on certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
9	Design and apply class management skills and guide group discussions in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create class management skills plans and guide group discussions in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Design class management skills and guide group discussions on certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%

10	Design and apply class management skills and guide group discussions in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Create class management skills plans and guide group discussions in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Design class management skills and guide group discussions on certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
11	Design and apply class management skills and guide group discussions in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Design individual teaching skills in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Create individual teaching skills plans for certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
12	Design and apply class management skills and guide group discussions in science learning		<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Design individual teaching skills in science learning on certain topics/materials, practice, take videos with cellphones, observe videos, discuss observations, and reflect 2x50'	Create individual teaching skills plans for certain topics/materials, practice, take videos with cellphone, upload to SIDIA, observe videos, discuss observations, and reflect 2x50'		5%
13	Design and implement science learning that applies various teaching skills in an integrated manner in a particular learning model		<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Designing science learning that applies various teaching skills in an integrated manner in a particular learning model in science learning, practice 2 x 50'	Designing science learning that applies various teaching skills in an integrated manner in a particular learning model in science learning, upload on SIDIA, practice 2 x 50'		5%
14	Design and implement science learning that applies various teaching skills in an integrated manner in a particular learning model		<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Designing science learning that applies various teaching skills in an integrated manner in a particular learning model in science learning, practice 2 x 50'	Designing science learning that applies various teaching skills in an integrated manner in a particular learning model in science learning, upload on SIDIA, practice 2 x 50'		5%

15	Design and implement science learning that applies various teaching skills in an integrated manner in a particular learning model		<b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Shooting science learning videos that apply various teaching skills in an integrated manner in a particular learning model in science learning 2 x 50'	Uploading video shooting results on SIDIA 2 x 50'		20%
16	Design and implement science learning that applies various teaching skills in an integrated manner in a particular learning model		<b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Video observation, discussion of observation results, final reflection 2 x 50'	Video observation, discussion of observation results, final reflection 2 x 50'		5%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	46.18%
2.	Project Results Assessment / Product Assessment	14.18%
3.	Practice / Performance	38.68%
		99.04%

#### 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** 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.
- 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.