



Universitas Negeri Surabaya
Faculty of Economics and Business,
Bachelor of Science in Office Administration Education Study
Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8721002137	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	5	May 11, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Realizing an honest and independent character related to micro teaching tasks
PO - 2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning
PO - 3	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material
PO - 4	Utilize learning resources and ICT to support the design and implementation of clinical supervision, micro teaching and peer teaching
PO - 5	Utilizing research results to develop effective learning tools
PO - 6	Develop learning tools that pay attention to the diversity of students

PLO-PO Matrix

	<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6
P.O								
PO-1								
PO-2								
PO-3								
PO-4								
PO-5								
PO-6								

PO Matrix at the end of each learning stage (Sub-PO)

	<table border="1"> <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> <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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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 :						
	<ol style="list-style-type: none"> 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. 						
Supporters:							
	<ol style="list-style-type: none"> 1. Makawimbang, J. E. (2013). Supervisi Klinis Teori dan Pengukurannya (Analisis di Bidang Pendidikan). Bandung: Alfabeta. 2. UPT-P4 Unesa. (2014). Pedoman Pengalaman Lapangan. Surabaya: University Press. 3. Arends, R. I. (2012). Learning to Teach. New York: McGraw-Hill International Edition. 4. Slavin, R. E. (2011). Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 5. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). (2014). Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer. 6. Susantini, E., dkk. (2014). Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press. 7. Peraturan Direktur Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan Nomor: 07/D.D5/Kk/2018 Tentang Struktur Kurikulum Sekolah Menengah Kejuruan (SMK)/Madrasah Aliyah Kejuruan (MAK), Struktur Kurikulum Sekolah Menengah Kejuruan (SMK) Program Keahlian Akuntansi dan Keuangan, Kompetensi Keahlian: Akuntansi dan Keuangan Lembaga. 						
Supporting lecturer	<p>Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Durinda Puspasari, S.Pd., M.Pd. Durinta Puspasari, S.Pd., M.Pd. Triesninda Pahlevi, S.Pd., M.Pd. Brilliant Rosy, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd. Novi Trisnawati, S.Pd., M.Pd. Febrika Yogie Hermanto, S.Pd., M.Pd.</p>						
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	Explain the concept of school-based management and school characteristics	<ol style="list-style-type: none"> 1.Explains concepts and MBS from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM 3.Explain the factors that influence the process of creating a Clinical Supervision plan 	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion, Assignments, Contextual Learning 2 X 50	Discussion, Assignments, Contextual Learning 2 X 50	Material: School Based Management (MBS) Reference: <i>Nurkolis. (2003). School Based Management: Theory, Models, and Applications. Jakarta: Grasindo.</i>	3%
2	Identify the school curriculum	Identify the school curriculum	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Lectures, Discussions, assignments, Small Group Discussions, Contextual Learning 2 X 50	Lectures, Discussions, assignments, Small Group Discussions, Contextual Learning 2 X 50	Material: School-based Management (MBS); Library Curriculum Document : <i>Mulyasa, E. (2004). School Based Management: Concepts, Strategies, and Implementation. Bandung: PT Teen Rosdakarya.</i>	3%

3	Explain the concept of clinical supervision	<p>1.Explains the concept of clinical supervision (SK) from various learning sources and ICT</p> <p>2.Explain the factors that influence the process of creating a clinical supervision plan</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Roleplay 2 X 50	Roleplay 2 X 50	<p>Material: Clinical supervision (KS); individual uniformity</p> <p>References: <i>Makawimbang, JE (2013). Clinical Supervision Theory and Measurement (Analysis in Education). Bandung: Alfabeta.</i></p>	3%
4	Perform basic teaching skills	<p>1.Explains the concept of micro teaching from various learning sources and ICT</p> <p>2.Give examples of 8 (eight) basic teaching skills: Opening funds Closing lessons, Explaining, Asking variations Providing reinforcement, Managing the class, Guiding discussions, Teaching small groups and individuals</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Roleplay 2 X 50	Roleplay 2 X 50	<p>Material: Microteaching Basic teaching skills</p> <p>References: <i>Susantini, E., et al. (2014). Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i></p>	5%
5	Explains the basic teaching skills scenario	Explaining the basic teaching skills scenario: Opening funds Closing the lesson, Explaining, Asking, Providing variations, Providing reinforcement, Managing the class, Guiding discussions, Teaching small groups and individuals	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Roleplay 2 X 50	Roleplay 2 X 50	<p>Material: Microteaching Basic teaching skills</p> <p>References: <i>Susantini, E., et al. (2014). Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i></p>	5%
6	Develop learning tools	Develop learning tools in the form of syllabus, lesson plans and teaching materials	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Roleplay 2 X 50	Roleplay 2 X 50	<p>Material: Development of syllabus and lesson plans; Learning models; Library learning strategies</p> <p>References: <i>Mulyasa, E. (2004). School Based Management: Concepts, Strategies, and Implementation. Bandung: PT Teen Rosdakarya.</i></p>	5%

7	Develop assessment instruments	Develop assessments	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Workshops, presentations, Project Based Learning 2 X 50	Workshops, presentations, Project Based Learning 2 X 50	Material: Assessment development References: Arends, RI (2012). <i>Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
8	Midterm exam	UTS	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Practice 2 X 50	Practice	Material: UTS References: Susantini, E., et al. (2014). <i>Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i>	20%
9	Implement and evaluate learning tools	<ol style="list-style-type: none"> 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 	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Micro teaching and simulation 2 X 50	Micro teaching and simulation	Material: Microteaching; RPP/IPKG I assessment instrument; Instrument for implementing learning / IPKG II Library: Susantini, E., et al. (2014). <i>Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i>	4%
10	Implement and evaluate learning tools	<ol style="list-style-type: none"> 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 	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Micro teaching and simulation 2 X 50	Micro teaching and simulation 2 X 50	Material: Microteaching; RPP/IPKG I assessment instrument; Instrument for implementing learning / IPKG II Library: Susantini, E., et al. (2014). <i>Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i>	4%
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14	Implement and evaluate learning tools	<ol style="list-style-type: none"> 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 	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Micro teaching and simulation 2 X 50	Micro teaching and simulation 2 X 50	Material: Microteaching; RPP/IPKG I assessment instrument; Instrument for implementing learning / IPKG II Library: <i>Susantini, E., et al. (2014). Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i>	4%
15	Implement and evaluate learning tools	<ol style="list-style-type: none"> 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 	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Micro teaching and simulation 2 X 50	Micro teaching and simulation 2 X 50	Material: Microteaching; RPP/IPKG I assessment instrument; Instrument for implementing learning / IPKG II Library: <i>Susantini, E., et al. (2014). Microteaching Guide for Lecturers, Students, and Crew. Surabaya: University Press.</i>	4%

16	Final exams	UAS	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL 2 X 50	Material: UAS Reference: Susantini, E., et al. (2014). <i>Microteaching Guide for Lecturers, Students, and Crew.</i> Surabaya: University Press.	23%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	78.5%
2.	Project Results Assessment / Product Assessment	11.5%
3.	Practice / Performance	10%
		100%

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.