

## Universitas Negeri Surabaya Faculty of Educational Sciences Bachelor of Education Management Study Program

Document Code

		SEM	ESTER LE	ARNIN	G PLA	N		
Courses		CODE	Cou	rse Family	Credit	Weight	SEMESTER	Compilation Date
Clinical S	Supervision	862040211	3		T=2 P	=0 ECTS=3.1	.8 6	July 18, 2024
AUTHOR	IZATION	SP Develop	ber	Co	ourse Clust	er Coordinato	or Study Progr Coordinator	
								antoyo, S.Pd., .Pd.
Learning model	Project Based L	earning						
Program		gram that is char	ged to the course	e				
Learning Outcom		tives (PO)						
(PLO)	PLO-PO Matrix							
	PO Matrix at th	P.O	urning stage (Sub	-PO)				
	i o maint at an		annig ettige (eus					
		P.0			Week			
			2 3 4 5	6 7 8		11 12	13 14	15 16
Short Course Descript Reference	clinical supervision clinical supervision and 5) implement using information	on which includes on; 2) various types tation of clinical sup	mandatory course v concepts and practi of clinical supervis pervision. Lectures a upport. Evaluation is	ces. The sub ion; 3) clinica are carried ou	stance of th al supervisio t face to fac	iis course is d n planning; 4) e, discussions	irected at 1) bas clinical supervis presentations a	sic concepts of ion instrument; nd role playing
Reference								
	<ol> <li>Owen, E York: Mc</li> <li>Sujiranto Supervis Tahun P</li> <li>Mulyana Publishe</li> <li>Hasil pe</li> </ol>	<ul> <li>&amp; Shohet, R. 20</li> <li>Graw-Hill Educatic</li> <li>2016. Peningkata</li> <li>Melalui Pembina</li> <li>elajaeran 2016-201</li> <li>N. 2019. Modul F</li> <li>r</li> <li>nelitian relevan de</li> </ul>	embinaan Kompeter 12. Clinical Supervi an Kompetensi Kep an Berkelanjutan di 7. Banyumas: Dinas Yengembanan Kema ngan kajian evalua: uran-peraturan yang	ision in The pala Sekolah i Wilayah Bir s Pendidikan I ampuan Supe si program p	Medical Pro Dalam Mer naan Penga Pemerintah ervisi Akade	fession: Struc nyusun Progra was Kabupate Daerah Kabup mik Bagi Kepa	tured Reflective m Supervisi dar en Banyumas S aten Banyumas. ala Sekolah. Tas	n Pelaksanaan emester Gasa ikmalaya: Edu
	Supporters:							
Support lecturer	ing Syunu Trihantoyo Ainur Rifqi, S.Pd. Shelly Andari, S.I	, M.Pd.						
Week-	Final abilities of each learning stage (Sub-PO)		Iluation	St	Help Lear Learning mo udent Assig [Estimate	ethods, pnments, time]	Learning materials References	Assessment Weight (%)
		Indicator	Criteria & Form	o Offline offline		ne( <i>online</i> )	]	
(1)	(2)	(3)	(4)	(5)		(6)	(7)	(8)

1	Students understand RPS and lecture contracts. Students explore educational supervision material again	<ol> <li>Students are able to describe in a coherent manner the RPS and lecture contracts along with the coherent functions of the RPS and lecture contracts.</li> <li>Students are able to explain educational supervision</li> </ol>	Criteria: Attached	Lecture and question and answer method 2 X 50		0%
2	Students understand the basic concepts of clinical supervision; Students understand the position of clinical supervision in educational supervision. Students identify the stages of clinical supervision.	<ol> <li>Students are able to generalize the meaning, benefits and objectives of clinical supervision;</li> <li>Students are able to outline the position of clinical supervision in educational supervision</li> <li>Students are able to relate all stages of clinical supervision.</li> </ol>	Criteria: Attached	Lecture and question and answer method 2 X 50		0%
3	Students understand various clinical supervision techniques; Students understand the use of various clinical supervision techniques. Students illustrate clinical supervision techniques.	<ol> <li>Students         <ul> <li>are able to                 explain             various             clinical             supervision             techniques;</li> <li>Students             are able to             plan clinical             supervision             techniques;</li> <li>Students             are able to             plan clinical             supervision             techniques;</li> </ul> </li> <li>Students         <ul> <li>are able to             plan clinical             supervision             techniques;</li> </ul> </li> <li>Students         <ul> <li>are able to             apply             clinical             supervision             techniques</li> </ul> </li> <li>Students         <ul> <li>are able to             decide on             the use of             clinical             supervision             techniques.</li> </ul> </li> </ol>	Criteria: Attached	Lecture method, question and answer, and group discussion 2 X 50		0%

	ī	i	1	1	<b>γ</b>	1	1
4	Students	understand the	Criteria:	Contextual		ļ j	0%
	understand the	clinical	<ul> <li>Score 4 if the</li> </ul>	Teaching	Į į	۱ I	ļ
	clinical supervision	supervision	presentation is	Learning	ļ i	۱ I	ļ
	cycle (pre, observe,	cycle (pre,	done coherently,	2 X 50	Į į	۱ I	ļ
	pre) orientation of	observe, pre)	with appropriate	2 ^ 30	ļ i	۱ <u>۱</u>	ļ
	clinical supervision	behavioral	emphasis and		Į į	۱ I	Į į
	behavior	orientation of	intonation, shows		ļ i	۱ <u>۱</u>	Į į
		clinical	good		ļ i	۱ <u>۱</u>	Į į
		supervision	understanding of		ļ i	۱ <u>۱</u>	ļ
1			the concept,		Į į	۱	ļ
			presentation media		ļ i	۱ <u>۱</u>	۱ I
			(PPT) meets the		ļ i	۱ <u>۱</u>	ļ
			criteria, answers to		ļ i	۱ <u>۱</u>	ļ
			the guestioner are		ļ i	۱ <u>۱</u>	ļ
1			correct, and is able		Į į	۱ <u>۱</u>	Į
			to provide		ļ i	۱ <u>۱</u>	ļ
1			applicable		Į į	۱	ļ
1			suggestions. Score		Į į	۱ <u>۱</u>	Į
			3 if the		ļ i	۱ <u>۱</u>	ļ
			presentation is		ļ i	۱ <u>۱</u>	ļ
1			done coherently,		Į į	۱	ļ [
1			with appropriate		ļ l	۱ I	۱ I
1 1		l	emphasis and	ļ	Į i	1 i	ų į
1 1			intonation, but still		ļ l	۱ I	۱ I
1 1			lacking in		ļ l	۱ I	۱ I
1 1			understanding the		ļ l	۱ I	۱ I
1 1		l	concept,	ļ		l	ļ I
1 1			presentation media		ļ l	۱ I	۱ I
1			(PPT) in	ļ		۱ I	ų I
1			accordance with	ļ		۱ I	ų I
1			the criteria,	ļ		۱ I	ų į
1 1		l	answers given are	ļ		l	ļ I
1 1			generally correct,	l I	ļ l	۱ I	ų į
1			and able to provide	ļ		۱ I	, I
1 1			applicable	l I	ļ l	۱ I	ų į
1 1			suggestions. Score	l I	ļ l	۱ I	۱ I
1			2 if the	ļ		۱ I	, I
1 1			presentation is	l I	ļ l	۱ I	ų į
1 1			carried out less	ļ		۱ I	ų I
1 1			coherently, less	ļ		۱ I	, I
1 1			coherent in	ļ		۱ I	ų l
1 1			understanding	ļ		۱ I	ų l
1		l	concept,	ļ		l	ļ I
1		l	presentation media	ļ		l	ļ I
1		l	does not match the	ļ		l	ļ I
1 1		l	criteria, answers to	ļ		l	ļ I
1 1			questioners are	ļ		۱ I	ų l
1 1		l	generally incorrect,	ļ		l	ļ I
1 1		l	able to formulate	ļ		l	ļ I
1 1		l	suggestions for	ļ		l	ļ I
1 1			improvement.	ļ		۱ I	ų l
1 1			Score 1 if the	l I	ļ i	۱ I	۱ I
1 1			presentation is less	l I	ļ i	۱ I	ų į
1 1			coherent, less	l I	ļ i	۱ I	ų į
1 1		l	coherent in	ļ		l	ļ I
1 1			understanding the	ļ		۱ I	, I
1 1			concept,	ļ		۱ I	ų I
1 1		l	presentation media	ļ		l	ļ I
1 1		l	does not match the	l I		۱ I	ų I
1 1			criteria, answers to	ļ		۱ I	ų I
1 1			the questioner are	ļ		۱ I	ļ I
1 1			generally incorrect,	l I	ļ i	۱ I	۱ I
1 1			unable to formulate	ļ		۱ I	ų I
1 1			suggestions for	ļ		۱ I	ų I
1 1			improvement	ļ		۱ I	ļ I
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5	Students	understand the	Criteria:	Contextual		0%
	understand the	identification of	<ul> <li>Score 4 if the</li> </ul>	Teaching		
	identification of	basic teaching	presentation is	Learning		
	basic teaching	skills	done coherently,	2 X 50		
	skills		with appropriate	27.00		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score 2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
			mprovement			
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6	Students	understand	Criteria:	Contextual		0%
	understand	teacher	<ul> <li>Score 4 if the</li> </ul>	Teaching		
	teachers' problems	problems in	presentation is	Learning		
	in teaching	teaching	done coherently,	2 X 50		
			with appropriate	2 / 30		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently ,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			

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7	Students understand clinical	understanding clinical	Criteria:	Contextual		0%
			Score 4 if the	Teaching		
	supervision	supervision	presentation is	Learning		
	measurements: pre	measurements:	done coherently,	2 X 50		
	and pre transcripts,	pre and pre	with appropriate			
	preparation of	transcripts,	emphasis and			
	observation	preparation of	intonation, shows			
	instruments	observation instruments	good			
		Instruments	understanding of			
			the concept,			
			presentation media			
			(PPT) meets the criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding			
			concept, presentation media			
			does not match the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
			improvement			

8	Students understand joint	understand the Modeling of	Criteria: · Score 4 if the	Contextual Teaching		0%
	clinical supervision	joint clinical	presentation is	Learning		
	modeling	supervision	done coherently,			
	Ũ		with appropriate	2 X 50		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria, answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding			
			concept,			
			presentation media does not match the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
1				1		

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9	Midterm exam	Students are	Criteria:	Contextual		0%
		able to do all	Score 4 if the	Teaching		
		the UTS	presentation is	Learning		
		questions	done coherently,	2 X 50		
			with appropriate			
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable suggestions. Score			
			3 if the			
			presentation is			
			done coherently ,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
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	Otivilanta	Mardall				
10	Students carry out	Modeling	Criteria:	Contextual		0%
	clinical supervision	practice of	Score 4 if the	Teaching		
	modeling practice	clinical supervision	presentation is	Learning		
		Supervision	done coherently, with appropriate	2 X 50		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept, presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding the			
			concept ,			
			presentation media			
			does not meet the			
			criteria, answers to questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept, presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
		l	1	1		

11	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherently, less coherently, ness coherently, ness cohe	Contextual Teaching Learning 2 X 50		0%
			coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for			
			Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement			

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12	Students carry out	Modeling	Criteria:	Contextual		0%
	clinical supervision	practice of	Score 4 if the	Teaching		
	modeling practice	clinical	presentation is	Learning		
		supervision	done coherently,	2 X 50		
			with appropriate			
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not meet the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
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13	Students carry out clinical supervision	Modeling practice of	Criteria:	Contextual		0%
	modeling practice	clinical	Score 4 if the presentation is	Teaching		
	modeling practice	supervision	done coherently,	Learning		
			with appropriate	2 X 50		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media (PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept, presentation media			
			(PPT) in			
			accordance with			
			the criteria,			
			answers given are			
			generally correct,			
			and able to provide			
			applicable suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding the concept ,			
			presentation media			
			does not meet the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the concept,			
			presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for improvement			
			mprovement			
			*	•		

14	Ctudente comu	Madaliaa				00/
14	Students carry out clinical supervision	Modeling practice of	Criteria:	Contextual		0%
	modeling practice	clinical	Score 4 if the	Teaching		
	modeling practice	supervision	presentation is done coherently,	Learning		
		Supervision	with appropriate	2 X 50		
			emphasis and			
			intonation, shows			
			good			
			understanding of			
			the concept,			
			presentation media			
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score 3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
			concept,			
			presentation media			
			(PPT) in			
			accordance with			
			the criteria, answers given are			
			generally correct,			
			and able to provide			
			applicable			
			suggestions. Score			
			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not meet the criteria, answers to			
			questioners are			
			generally incorrect,			
			able to formulate			
			suggestions for			
			improvement.			
			Score 1 if the			
			presentation is less			
			coherent, less			
			coherent in			
			understanding the			
			concept, presentation media			
			does not match the			
			criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
			suggestions for			
			improvement			
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improvement         0%

Evaluation Percentage Recap: Project Based Learning
No Evaluation Percentage

0%

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.
- 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, 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.