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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Micro Teaching		8620402131			T=2	P=0	ECTS=3.18	6	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator				Study Program Coordinator	
		....		....				Syunu Trihantoyo, 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)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	The micro teaching course is intended to provide students with knowledge regarding learning management. This course includes: learning planning and preparing learning implementation plans, learning implementation, learning evaluation and learning practices in class, learning strategies using lectures, presentations, questions and answers and material reinforcement.

References	**Main :**
	1.

1) Reigeluth, C.M. (1999). *Instructional design theories and models: anew paradigm of instructional theory* . New Jersey: Luaren Elrbaum Associate.
2) Slavin, R.E. (1997). *Educational psychology theory and practice five Edition* . Boston: Allin and Bacon.
3) Arends, R. (2004). *Learning to teach* . New York: Mc Graw-Hill.
4) Hill, Susan & Hill, Tim. (1993). *The collaborative classrom: a guide co-operaative learning* . Australia: Eleanor Curtain Publisshing.
5) Johnson, E.B. (2002). *Contextual teaching and learning: what it is and why it's he to stay* . California: Corwin Press, Inc.

	Supporters:

Supporting lecturer	Dr. Karwanto, S.Ag., M.Pd. Windasari, 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	master the basic concepts of micro teaching	1. explain the basic concepts of micro teaching 2. identifying problems and alternative solutions in micro teaching practice	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	. Lecturer Explanation Questions and answersstrengthening 2 X 50			0%
2	Able to understand learning planning	1. Explain the concept of learning planning 2. identify problems and alternative solutions in learning planning	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50			0%
3	Understand the concept of implementing learning and its implementation	1. explain the concept of implementing learning 2. explain the implementation of learning in class	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50			0%

4	Understand learning evaluation and its implementation	1. Explain the concept of learning evaluation 2. explains the evaluation of learning in class	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%
5	Understand the preparation of Learning Implementation Plans (RPP)	1. explain the Learning Implementation Plan 2. explain the problem and alternative solutions in making the RPP	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%
6	Understanding learning media	1. explain learning media 2. explain the benefits of media in the learning process	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%

7	Understand learning resources	1. Explain learning resources 2. Benefits of learning resources3. Problems and alternative problem solving in the use of learning resources	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%
8	Understand and be able to create teaching materials	1. explain the concept of teaching materials 2. arrange teaching materials	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%
9	Midterm Exam (UTS)	Able to understand meeting material 1 to 8	**Criteria:** 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	1. Lecture 2. Discussion 3. Question and answer 4. Review 2 X 50				0%
10	Able to carry out peer teaching in class	Implementing peer teaching in class	**Criteria:** Based on the peer teaching learning implementation assessment instrument (attached)	Lesson study 2 X 50				0%

11	Able to carry out peer teaching in class	Implementing peer teaching in class	**Criteria:** Based on the attached peer teaching learning implementation assessment instrument	Lesson Study 2 X 50			0%
12	Able to carry out peer teaching in class	Implementing peer teaching in class	**Criteria:** Based on the assessment instrument for the implementation of peer teaching learning (attached)	Lesson study 2 X 50			0%
13	Able to carry out peer teaching in class	Implementing peer teaching in class	**Criteria:** Based on the attached peer teaching learning implementation assessment instrument	Lesson Study 2 X 50			0%
14	Able to carry out peer teaching in class	Implementing peer teaching in class	**Criteria:** Based on the attached peer teaching learning implementation assessment instrument	Lesson study 2 X 50			0%
15	Micro teaching review	Reviewing the conceptual and application of micro teaching in the classroom	**Criteria:** 1.The assessment was carried out on the following aspects. 2.a. Participation during lectures is carried out with observations given weight (2) 3.b. The sub-summative test is carried out once by assessing (scoring) all relevant indicators through a written exam, averaging them and giving weights (2) 4.c. Product assessment in the form of papers, critical reviews of journals and case study reports are considered as assignments, then given weight (3) 5.d. The Final Semester Examination (UAS) assessment is given a weight of (3). 6.NA (Final Grade) is (participation grade x 2) (assignment grade x 3) (UTS grade x 2) (UAS grade x 3) divided by 10.	Brainstorming, sharing experiences and strengthening material 2 X 50			0%
16							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.
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.