



**Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8620302187	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course					
	Program Objectives (PO)					
	PO - 1	Able to demonstrate a scientific, critical and innovative attitude in designing micro-learning				
	PO - 2	Able to apply educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher in developing teaching skills				
	PO - 3	Able to solve problems based on case study methods or project-based group learning in the field of educational technology to develop teaching skills				
	PO - 4	Able to produce outcomes in the form of increased performance and high commitment as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher				
	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> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

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

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. Rafli 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
 Dr. Bachtiar Sjaiful Bachri, M.Pd.
 Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.
 Dr. Andi Kristanto, S.Pd., M.Pd.
 Dr. Atan Pramana, 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	Students are able to understand and have understanding and insight into Teaching Skills and Micro 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 : Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: summarizing the nature of the learning process Reader: Abimanyu. 1984. Skills for Opening and Closing Lessons. Jakarta	5%
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 : Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: summarizing the nature of the learning process Reader: Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works	5%
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 Form of Assessment : Project Results Assessment / Product Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: summarizing the nature of the learning process References: Dimiyati, et al. 1994. Learning and Learning. Jakarta: Director General of Higher Education.	5%

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: describes the stages and learning events Reader: <i>Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education</i>	5%
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 : Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: describes the stages and events of learning Reader: <i>Rafli Kosasi. 1985. Explaining Skills. Directorate General of Higher Education. Department of Education and Culture</i>	5%
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 : Project Results Assessment / Product Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: describes the stages and events of learning Reference: <i>Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture</i>	5%
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 : Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: developing learning planning Reader: <i>Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group</i>	5%

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>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	- 2 X 50		<p>Material: developing learning planning Reader: <i>Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement.</i></p>	10%
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 : Portfolio Assessment</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: outlines the basics of learning communication. Reference: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></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 : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: outlines the basics of learning communication. Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	5%
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>Form of Assessment : Practice / Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: outlines the basics of learning communication. Reader: <i>Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement.</i></p>	5%
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 : Practice / Performance</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: outlines the basics of learning communication. Reader: <i>Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group</i></p>	5%

13	Analyzing Learning Process Design	Students are able to analyze the Learning Process Design	<p>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</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: projecting basic teaching skills in teaching simulations Reader: Sanjaya, Vienna. 2009. <i>Learning System Planning and Design</i>. Jakarta: Kencana Prenada Media Group</p>	5%
14	Developing a Learning Process Plan	Students are able to prepare a Learning Process Plan	<p>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</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: projecting basic teaching skills in teaching simulations Reader: Rafli Kosasi. 1985. <i>Explaining Skills</i>. Directorate General of Higher Education. Department of Education and Culture</p>	5%
15	Analyze the questions given with previously built knowledge	Students are able to analyze the questions given with previously built knowledge	<p>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</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		<p>Material: projecting basic teaching skills in teaching simulations References: Hasibuan, JJ Ibrahim. 1988. <i>Teaching and Learning Process of Micro Basic Skills</i>. Bandung: Youth Works</p>	5%
16	UAS	Students are skilled at simulating teaching activities in class online	<p>Criteria: Grading Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: online classroom teaching activities Reader: Wijaya, Cece. 1991. <i>Teacher Ability in the Teaching and Learning Process</i>. Bandung: Rosdakarya</p>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	45%
3.	Portfolio Assessment	25%
4.	Practice / Performance	20%
		100%

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** 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.
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.