



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Fine Arts Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8821002294	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 4, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-7	Develop abilities and implement fine arts knowledge in the areas of planning, implementing and evaluating fine arts learning
PLO-10	Able to design and implement fine arts learning that applies ICT-based pedagogical and collaborative competencies and management.

Program Objectives (PO)

PO - 1	Students are able to present material in front of the class
PO - 2	Students are able to assess learning

PLO-PO Matrix

	P.O	PLO-7	PLO-10
	PO-1		
	PO-2		

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	
	PO-1																	
	PO-2																	

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 :

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. Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar. Jurnal Jendela Pendidikan, 2(04), 529-535.

Supporters:

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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	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	- Explain the concept and SBM from various learning sources and ICT - Explain the characteristics of schools that implement School Based Management (SBM) SBM	Criteria: group discussion Form of Assessment : Participatory Activities, Tests	Lectures, discussions, assignments 2 X 50		Material: school management Reader: <i>Mulyasa. E. 2004. School Based Management: Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya.</i>	5%
2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Identify the school curriculum	Criteria: discussion assessment Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: clinical supervision Reference: <i>Makawimbang. JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeta</i>	5%
3	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	- Explain the concept of Clinical Supervision (SK) from various learning sources and ICT - Explain the factors that influence the process of drafting SK	Criteria: discussion assessment Form of Assessment : Participatory Activities, Practice/Performance	Lectures, discussions 2 X 50		Material: clinical supervision Reference: <i>Makawimbang. JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeta</i>	5%
4	Have important knowledge of school-based management, clinical supervision, microteaching, and learning planning (1)	- Explain the concept of microteaching from various learning sources and ICT - Give examples of basic teaching skills	Criteria: ability to open learning Form of Assessment : Participatory Activities	Lectures, discussions and assignments 2 X 50		Material: PPL Library: <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i>	5%
5	Have knowledge of school-based management, clinical supervision, microteaching and learning planning (1)	Explains basic teaching skills scenarios	Criteria: Learning scenario design Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, presentation 2 X 50		Material: learning to teach Library: <i>Arends. RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	5%
6	Making decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) Developing learning tools that take into account the diversity of students, including students with special needs (6) Utilizing research results to develop effective learning tools (5)	Develop learning tools in the form of syllabus, lesson plans and teaching materials	Criteria: design results Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50		Material: learning examples' References: <i>Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, IP (2022). Differentiated Learning in the Context of Realizing Freedom of Learning. Educational Window Journal, 2(04), 529-535.</i>	5%

7	Making decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) Developing learning tools that take into account the diversity of students, including students with special needs (6) Utilizing research results to develop effective learning tools (5)	Develop assessments	Criteria: rubric development Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50		Material: learning Library: <i>Baroncelli. Stephanie. Farneti. Roberto. Horga. Ioan. Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i>	5%
8	Making decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material (2) Developing learning tools that take into account the diversity of students, including students with special needs (6) Utilizing research results to develop effective learning tools (5)	Develop assessments	Criteria: rubric development Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50		Material: learning Library: <i>Baroncelli. Stephanie. Farneti. Roberto. Horga. Ioan. Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i>	10%
9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Practice / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Practice / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%

12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Practice / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Criteria: teaching process Form of Assessment : Project Results Assessment / Product Assessment	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	5%
16	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	able to practice teaching and learning in groups	Criteria: teaching process Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Microteaching and 2 X 50 simulation		Material: learning Library: <i>Susantini. E. et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	37.5%
3.	Practice / Performance	32.5%
4.	Test	2.5%
		95%

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.