						Document Code
	Universitas Negeri Surabaya **Faculty of Social and Legal Sciences** **Geography Education Undergraduate Study Program**					

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
TEACHING AND MICRO LEARNING SKILLS	8720202209	Basic Educational Skills	**T=2**	**P=0**	**ECTS=3.18**	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Sukma Perdana Prasetya, M.T.	Dr. Wiwik Sri Utami, M.P.	Dr. Nugroho Hari Purnomo, S.P., M.Si.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning
	Program Objectives (PO)	
	PO - 1	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and pedagogy that pays attention to and applies educational values in accordance with their field of expertise as an educator.
	PO - 2	Able to make appropriate decisions in the context of problem solving in teaching and micro-learning skills based on information and data results.
	PO - 3	Able to communicate verbally and in writing effectively and empathetically.
	PO - 4	Able to carry out a self-evaluation process, share with each other both within the group and in the environment
	PLO-PO Matrix	

P.O	PLO-6
PO-1	
PO-2	
PO-3	
PO-4	

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																
PO-3																
PO-4																

Short Course Description	This course discusses the understanding and steps regarding observation and learning, micro skills, asking questions, reinforcement skills, variation skills, explaining skills, opening and closing skills, guiding small group discussion skills, class management skills, group teaching skills. Small and Individual.

References	**Main :**	

1. Sanjaya,Wina. 2009. "Perencanaan dan Desain Sistem Pembelajaran", Jakarta: Kencana Prenada Media Grup.
2. Suparman, Atwi. 2011. "Desain Instruksional" Jakarta: Pusat Antar Universitas untuk Peningkatan.
3. Usman, User. 2011. Menjadi Guru dalam Proses belajar Mengajar. Bandung: Rosdakarya.
4. Wijaya, Cece,Cs. 2010. Kemampuan Guru dalam Proses Belajar mengajar. Bandung: Rosdakarya.

	Supporters:						
Supporting lecturer	Dra. Ita Mardiani Zain, M.Kes. Dr. Wiwik Sri Utami, M.P. Dr. Sri Murtini, M.Si. Dr. Sukma Perdana Prasetya, S.Pd., M.T.						

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	Able to understand and have understanding and insight into micro teaching and learning skills Able to explain the nature of basic skills leading small discussions Able to explain the nature of basic skills to make variations and explain them in learning Able to explain the nature of basic skills to explain and explain them in learning	Students analyze methods in leading small discussions. Students understand the theory of basic skills in carrying out variations and skills	**Criteria:** Knowledge assessment 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Participatory Activities, Practice/Performance	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** insights into teaching skills and micro learning **Reader:** *Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.*	5%
2	Able to understand and have understanding and insight into micro teaching and learning skills Able to explain the nature of basic skills leading small discussions Able to explain the nature of basic skills to make variations and explain them in learning Able to explain the nature of basic skills to explain and explain them in learning	Students analyze methods in leading small discussions. Students understand the theory of basic skills in carrying out variations and skills	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Practice / Performance	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** insights into teaching skills and micro learning **Reader:** *Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.*	5%
3	Able to understand and have understanding and insight into micro teaching and learning skills Able to explain the nature of basic skills leading small discussions Able to explain the nature of basic skills to make variations and explain them in learning Able to explain the nature of basic skills to explain and explain them in learning	Students analyze methods in leading small discussions. Students understand the theory of basic skills in carrying out variations and skills	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** insights into teaching skills and micro learning **Reader:** *Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.*	5%
4	Able to understand and have understanding and insight into micro teaching and learning skills Able to explain the nature of basic skills leading small discussions Able to explain the nature of basic skills to make variations and explain them in learning Able to explain the nature of basic skills to explain and explain them in learning	Students analyze methods in leading small discussions. Students understand the theory of basic skills in carrying out variations and skills	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** insights into teaching skills and micro learning **Reader:** *Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.*	5%

5	able to explain the nature of basic opening and closing skills and explain in learning	Students understand the theory of basic opening and closing skills as well as the skills to guide small group discussions	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** basic opening and closing skills and explanations in learning **Reader:** *Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.* **Material:** basic opening and closing skills and explanations in learning **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%
6	able to explain the nature of basic opening and closing skills and explain in learning	Students understand the theory of basic opening and closing skills as well as the skills to guide small group discussions	**Criteria:** Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** basic opening and closing skills and explanations in learning **Reader:** *Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.* **Material:** basic opening and closing skills and explanations in learning **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%

7	able to explain the nature of basic opening and closing skills and explain in learning	Students understand the theory of basic opening and closing skills as well as the skills to guide small group discussions	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions, assignments, presentations, peer teaching, peer review 2 X 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** basic opening and closing skills and explanations in learning **Reader:** *Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.* **Material:** basic opening and closing skills and explanations in learning **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%
8	U.S.S	Master all Sub CPMK	**Criteria:** At least Good **Form of Assessment** : Test	2 X 50 test	test	**Material:** basic teaching skills **Reader:** *Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%
9	ability to demonstrate basic questioning and discussion skills	accuracy in practice demonstrating basic questioning and discussion skills	**Criteria:** At least Good **Form of Assessment** : Participatory Activities, Practice/Performance	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** demonstrate basic questioning and discussion skills. **Reader:** *Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%
10	ability to demonstrate basic questioning and discussion skills	accuracy in practice demonstrating basic questioning and discussion skills	**Criteria:** At least Good **Form of Assessment** : Participatory Activities, Practice/Performance	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	lectures, discussions, assignments, presentations, peer teaching, peer review 2 x 50	**Material:** demonstrate basic questioning and discussion skills. **Reader:** *Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%

11	ability to carry out peer teaching micro teaching practices	the accuracy of implementing peer teaching micro teaching practices	**Criteria:** Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	peer teaching micro teaching practice 2 x 50	peer teaching micro teaching practice 2 x 50	**Material:** teaching skills **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	5%
12	ability to carry out peer teaching micro teaching practices	the accuracy of implementing peer teaching micro teaching practices	**Criteria:** At least Good **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment	peer teaching micro teaching practice 2 x 50	peer teaching micro teaching practice 2 x 50	**Material:** teaching skills **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	10%
13	ability to carry out peer teaching micro teaching practices	the accuracy of implementing peer teaching micro teaching practices	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Project Results Assessment / Product Assessment	peer teaching micro teaching practice 2 x 50	peer teaching micro teaching practice 2 x 50	**Material:** teaching skills **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	10%
14	ability to carry out peer teaching micro teaching practices	the accuracy of implementing peer teaching micro teaching practices	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	peer teaching micro teaching practice 2 x 50	peer teaching micro teaching practice 2 x 50	**Material:** teaching skills **Reader:** *Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.*	10%
15	ability to carry out peer review of micro teaching practices	the accuracy of carrying out peer reviews of micro teaching practices	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	peer review micro teaching practice 2 x 50	peer review micro teaching practice 2 x 50	**Material:** teaching skills **Reader:** *Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.*	10%
16	Master all Sub CPMK	Master all Sub CPMK	**Criteria:** knowledge assessment weight 25%, performance assessment 25%, product assessment 50% **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Test	Test	**Material:** All basic teaching skills, teaching skills tools **Reader:** *Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage

1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	52.5%
3.	Practical Assessment	5%
4.	Practice / Performance	15%
5.	Test	7.5%
		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** 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.