



**Universitas Negeri Surabaya
Faculty of Languages and Arts
German Language Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Micro Teaching	8820702185		T=2 P=0 ECTS=3.18	6	July 16, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator												
		Dwi Imroatu Julaikah, 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	This course is based on a cased study approach and also a combination of project based methods. Students are able to design teaching plans, media products and deliver them practically in small classes																
References	Main :																
	1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo																
	Supporters:																
Supporting lecturer	Dra. Fahmi Wahyuningsih, M.Pd. Drs. Ari Pujosusanto, M.Pd. Dwi Imroatu Julaikah, 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	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	1.Explains concepts and MBS from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM	Form of Assessment : Participatory Activities, Tests	lecturediscussionassignment 2 X 50			4%										
2	have knowledge of school-based management, clinical supervision, micro teaching and learning	identify the school curriculum	Form of Assessment : Project Results Assessment / Product Assessment	discussion 2 X 50			5%										

3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	- Explain the concept of Clinical Supervision (SK) from various learning sources and ICT - Explain the factors that influence the process of drafting SK	Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions 2 X 50			5%
4	Have important knowledge of school-based management, clinical supervision, micro teaching, and learning planning (1)	- Explain the concept of micro teaching from various learning sources and ICT - Give examples of basic teaching skills	Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions and assignments 2 X 50			5%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, presentation 2 X 50			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 a syllabus, lesson plans and teaching materials	Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50			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	Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50			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	Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50			5%
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	Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50			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	Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50			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	Form of Assessment : Practice / Performance	Micro teaching and simulation 2 X 50			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	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Micro teaching and simulation 2 X 50			10%
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	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Micro teaching and simulation 2 X 50			10%
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	Form of Assessment : Practice / Performance	Micro teaching and simulation 2 X 50			2%
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	Forms of Assessment : Participatory Activities, Practice/Performance, Tests	Micro teaching and simulation 2 X 50			12%
16			Forms of Assessment : Participatory Activities, Practice/Performance, Tests				12%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Practice / Performance	25%
4.	Test	10%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- 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.