



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Undergraduate Study Program in Indonesian Language and  
Literature Education**

**Document  
Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																		
Teaching and Micro Learning Skills	8820102223		T=2 P=0 ECTS=3.18	6	July 17, 2024																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																		
	.....		.....		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																																		
<b>Learning model</b>	<b>Project Based Learning</b>																																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																						
	<b>PLO-5</b>	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila																																																					
	<b>PLO-8</b>	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature																																																					
	<b>Program Objectives (PO)</b>																																																						
	<b>PO - 1</b>	Students are able to manage learning at school																																																					
	<b>PLO-PO Matrix</b>																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>					P.O	PLO-5	PLO-8	PO-1																																													
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PO-1																																																							
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																							
<b>Short Course Description</b>	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																																																						
<b>References</b>	<b>Main :</b>																																																						
	<ol style="list-style-type: none"> <li>1. p&gt;</li> <li>2. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo.</li> <li>3. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya.</li> <li>4. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta</li> <li>5. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press.</li> <li>6. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition.</li> <li>7. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks.</li> <li>8. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</li> <li>9. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press.</li> </ol>																																																						
	<b>Supporters:</b>																																																						
	<ol style="list-style-type: none"> <li>1. Buku Panduan PPL Unesa</li> </ol>																																																						

Supporting lecturer		Dra. Trini Dwi Turistiani, M.Pd. Drs. Parmin, M.Hum. Dr. Suhartono, M.Pd. Dr. Yuniseffendri, S.Pd., M.Pd. Yermia Nugroho Agung Wibowo, S.Pd., M.Pd. Andik Yuliyanto, S.S., M.Si. Dr. Dianita Indrawati, S.S., M.Hum. Dr. Titik Indarti, M.Pd. Dr. Agusniar Dian Savitri, S.S., M.Pd. Prima Vidya Asteria, 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)	1.Explains concepts and MBS from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, assignments 2 X 50		<b>Material:</b> - <b>Bibliography:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo.</i>	1%
2	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Identify the school curriculum	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Discussion 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	1%
3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	1.Explains the concept of Clinical Supervision (SK) from various learning sources and ICT 2.Explain the factors that influence the process of drafting a SK	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	1%
4	Have important knowledge of school-based management, clinical supervision, micro teaching, and learning planning (1)	1.Explains the concept of micro teaching from various learning sources and ICT 2.Give examples of basic teaching skills	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions and assignments 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	1%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Discussion, Presentation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	1%

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	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Participatory Activities	Workshop and Presentation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	1%
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	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Workshop and Presentation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	20%
8	Midterm exam	UTS	<b>Criteria:</b> UTS  <b>Form of Assessment :</b> Test	2 X 50		<b>Material:</b> - <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>	6%
9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices	<b>Criteria:</b> questionnaire  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		<b>Material:</b> - <b>Bibliography:</b> <i>Baroncelli, Stefania., Farnetti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i>	1%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	1. Carrying out learning based on the tools developed 2. Identify the advantages and disadvantages of learning tools that have been tried 3. Develop a plan to improve learning devices	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Microteaching and simulation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	10%

11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Microteaching and 2 X 50 simulation		<p><b>Material:</b> - <b>Bibliography:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	20%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Micro teaching and simulation 2 X 50		<p><b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i></p>	1%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Micro teaching and simulation 2 X 50		<p><b>Material:</b> - <b>Bibliography:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	1%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> suitability of answers</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Micro teaching and 2 X 50 simulation		<p><b>Material:</b> - <b>References:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i></p>	10%

15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<b>Criteria:</b> Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>	15%
16	Final exams	Project	<b>Criteria:</b> Project  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50		<b>Material:</b> - <b>References:</b> <i>Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.</i>  <b>Material:</b> - <b>References:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i>  <b>Material:</b> - <b>Bibliography:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18.5%
2.	Project Results Assessment / Product Assessment	50.5%
3.	Practice / Performance	25%
4.	Test	6%
		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.