	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Japanese Language Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8820502311	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	4	February 2, 2022

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-6	Able to make strategic decisions based on information and data analysis in Japanese scientific principles
	Program Objectives (PO)	
	PO - 1	students are able to understand
	PLO-PO Matrix	

P.O	PLO-6
PO-1	

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																

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

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. Dimyati, 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:

1. Wijaya, Cece. 1991. Kemampuan Guru dalam Proses Belajar mengajar . Bandung: Rosdakarya

	Supporting lecturer	Prof. Dr. Djodjok Soepardjo, M.Litt. Dra. Nise Samudra Sasanti, M.Hum. Dra. Yovinza Bethvine Sopaheluwakan, M.Pd. Dr. Urip Zaenal Fanani, M.Pd. Dr. Ina Ika Pratita, M.Hum. Dra. Parastuti, M.Pd. Dr. Mintarsih, S.S., M.Pd. Dr. Roni, M.Hum., M.A. Amira Agustin Kocimaheni, S.Pd., M.Pd. Joko Prasetyo, S.Pd., M.Pd. Rusmiyati, S.Pd., M.Pd. Masilva Raynox Mael, 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	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** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Understanding and insight into Teaching Skills and Micro Learning **References:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works*	3%
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** : Project Results Assessment / Product Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** The essence of basic skills in leading small discussions **References:** *Dimyati, et al. 1994. Learning and Learning. Jakarta: Director General of Higher Education.*	3%

| 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** : Participatory Activities, Project Results Assessment / Product Assessment | Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50 | | **Material:** Basic skills in making variations and explaining them in learning. **Bibliography:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works* **Material:** Basic skills of explaining and explaining in learning **References:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works* | 3% |
| 4 | Explaining the nature 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** : Project Results Assessment / Product Assessment | Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50 | | **Material:** Basic Skills for Opening Lessons **Reader:** *Abimanyu. 1984. Skills for Opening and Closing Lessons. Jakarta* | 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 : Assessment of Project Results / Product Assessment, Practices / Performance | Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50 | | **Material:** Basic skills for managing a class and explaining in learning
Library: *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education*

Material: Basic skills for teaching small groups and individuals and explaining learning.
Library: *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education* | 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:** Basic skills for managing a class and explaining in learning
Library: *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education*

Material: Basic skills for teaching small groups and individuals and explaining learning.
Library: *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education* | 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** : Assessment of Project Results / Product Assessment, Practices / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Demonstrating basic questioning skills **References:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture*	3%
8	Midterm exam	Midterm exam	**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, Test	- 2 X 50		**Material:** Development of Teaching Materials **Library:** *Abimanyu. 1984. Skills for Opening and Closing Lessons. Jakarta*	20%
9	Demonstrating basic skills provides reinforcement	Students are able to demonstrate basic skills in providing reinforcement	**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:** Demonstrating basic skills in providing reinforcement **Reader:** *Rafli Kosasi. 1985. Explaining Skills. Directorate General of Higher Education. Department of Education and Culture*	3%
10	Understand the application of aspects in the learning process	Students understand the application of aspects in the learning process	**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 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Aspects in the learning process **Reader:** *Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya*	5%

11	Demonstrate basic opening and closing skills	Students are able to demonstrate basic opening and closing 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** : Project Results Assessment / Product Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Basic opening and closing skills **Reader:** *Abimanyu. 1984. Skills for Opening and Closing Lessons. Jakarta*	3%
12	Practicing Learning Process Design	Students are able to practice the Learning Process Design	**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, Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Practicing the Learning Process Design **Library:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement.*	5%
13	Analyzing Learning Process Design	Students are able to analyze the Learning Process Design	**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, Portfolio Assessment	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		**Material:** Analyzing Learning Process Design **Reference:** *Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya*	2%
14	Developing a Learning Process Plan	Students are able to prepare a Learning Process Plan	**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 a Learning Process Plan **Library:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement.*	2%

| 15 | Analyze the questions given with previously built knowledge | Students are able to analyze the questions given with previously built knowledge | **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, Test | Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50 | | **Material:** Analyzing the questions given with previously built knowledge
Reader: *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* | 3% |
| 16 | Final Semester Examination (UAS) | Students are able to carry out teaching and learning activities | **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, Test | Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50 | | **Material:** Analyzing the questions given with previously built knowledge
Reader: *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4.67%
2.	Project Results Assessment / Product Assessment	57.67%
3.	Portfolio Assessment	5.5%
4.	Practice / Performance	5.67%
5.	Test	26.5%
		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.