



Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
teaching skills and microlearning	8321301004	Compulsory Curriculum Subjects - Institutional	T=0	P=1	ECTS=1.59	5	August 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 which is charged to the course

PLO-5	Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively
PLO-6	Skilled in designing and implementing learning tools in schools by prioritizing local wisdom and regional culture
PLO-8	Creation of competency skills in the field of make-up including: Skin make-up, hair make-up, bridal make-up, and entrepreneurial insight
PLO-10	Able to explain concepts in the field of pedagogy

Program Objectives (PO)

PO - 1	Students are able to understand the meaning of teaching and Micro learning
PO - 2	Students are able to carry out micro learning using various types of teaching skills
PO - 3	Students are able to use various techniques of asking questions and providing reinforcement
PO - 4	Students have a responsible attitude in carrying out micro-learning and managing classes in accordance with National Education Standards, especially assessment standards.

PLO-PO Matrix

P.O	PLO-5	PLO-6	PLO-8	PLO-10
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 Carrying out micro teaching practice exercises by exchanging roles and practicing to master basic teaching skills, practicing learning activities and discussing problems found. Learning is carried out directly using the training method with a student center strategy.

References	Main : 1. Helmiati. 2013. Microteaching Melatih Keterampilan Dasar Mengajar. Yogyakarta : Aswaja Pressindo 2. Barnawi dan Arifin, M. 2016 . Microteaching : teori dan Pengajaran yang efektif dan kreatif
Supporters:	

1. Halimah, Leli. 2017. Keterampilan Mengajar . Bandung ; Remaja Rosdakarya

Supporting lecturer

Dra. Arita Puspitorini, M.Pd.
 Dra. Dewi Lutfiati, M.Kes.
 Sri Usodoningtyas, S.Pd., M.Pd.
 Nia Kusstianti, S.Pd., M.Pd.
 Sri Dwiyantri, S.Pd., M.PSDM.
 Biyan Yesi Wilujeng, S.Pd., M.Pd.
 Dindy Sinta Megasari, 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	Students understand the technicalities of micro learning	Explaining the technicalities of Microteaching learning	<p>Criteria:</p> <ol style="list-style-type: none"> The assessment criteria are carried out by looking at aspects: 1. Participation: carried out by observing student activities (weight 2) 2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3. UAS: carried out every semester to measure all indicators (weight 3) 4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Scientific Method: Practice and reflection Strategy: student center 2 X 50</p>			0%
2	Students can understand the curriculum that will be used in learning	<ol style="list-style-type: none"> Look for the applicable curriculum Understand the curriculum selected for use in microlearning 	<p>Criteria:</p> <ol style="list-style-type: none"> The assessment criteria are carried out by looking at aspects: 1. Participation: carried out by observing student activities (weight 2) 2. UTS: carried out with an assessment during the middle of the semester (weight 2) 3. UAS: carried out every semester to measure all indicators (weight 3) 4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities</p>	<p>approach: scientificMethod: discussion, reflectionStrategy: student center 2 X 50</p>			0%

3	Students can create learning tools in preparation for microlearning	<ol style="list-style-type: none"> 1. Select the basic competencies for the RPP that will be created 2. determine the learning model 3. determine learning methods 4. Develop learning tools 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<p>approach: scientific method: discussion, reflection Strategy: student center 2 X 50</p>			0%
4	Students can create learning tools in preparation for microlearning	<ol style="list-style-type: none"> 1. Select the basic competencies for the RPP that will be created 2. determine the learning model 3. determine learning methods 4. Develop learning tools 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities</p>	<p>approach: scientific method: discussion, reflection Strategy: student center 2 X 50</p>			0%

5	Students can create learning tools in preparation for microlearning	<ol style="list-style-type: none"> 1. Select the basic competencies for the RPP that will be created 2. determine the learning model 3. determine learning methods 4. Develop learning tools 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<p>approach: scientific method: discussion, reflection Strategy: student center 2 X 50</p>			0%
6	Students are able to apply various teaching variations and techniques to provide reinforcement to students	<ol style="list-style-type: none"> 1. Select the basic competencies for the RPP that will be created 2. determine the learning model 3. determine learning methods 4. Develop learning tools 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> • Lectures • Reading literature • Assignments: practice applying various teaching variations and providing reinforcement to students 2 X 50			0%

7	able to organize material 2	Conduct learning evaluations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<ul style="list-style-type: none"> • Lecture • Reading literature • Assignment: practice implementing 2 X 50 learning evaluation 		<p>Material: Developing a learning plan based on analysis of class problems Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i></p>	20%
8	uts	5	<p>Criteria: 10</p> <p>Form of Assessment : Participatory Activities</p>	test			20%
9	Students are able to prepare learning plans based on analysis of class problems		<p>Form of Assessment : Participatory Activities</p>	Group discussions, practical assignments to prepare learning plans based on analysis of class problems 2x50 minutes			0%
10	able to organize materials and equipment	10	<p>Criteria: assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		<p>Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i></p>	7%
11	Students are able to present learning plans that have been prepared based on class analysis	Presenting learning plans that have been prepared based on class analysis	<p>Criteria: assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		<p>Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i></p>	10%

12	Students are able to present learning plans that have been prepared based on class analysis	Presenting learning plans that have been prepared based on class analysis	Criteria: assessment rubric Form of Assessment : Participatory Activities	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i>	10%
13	Students are able to present learning plans that have been prepared based on class analysis	Presenting learning plans that have been prepared based on class analysis	Criteria: assessment rubric Form of Assessment : Participatory Activities	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i>	10%
14	Students are able to present learning plans that have been prepared based on class analysis	Presenting learning plans that have been prepared based on class analysis	Criteria: assessment rubric Form of Assessment : Participatory Activities	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i>	10%
15	Students are able to present learning plans that have been prepared based on class analysis	Presenting learning plans that have been prepared based on class analysis	Criteria: assessment rubric Form of Assessment : Participatory Activities	Lectures, group discussions, practical assignments present learning plans that have been prepared based on class analysis 2x50 minutes		Material: Presents a learning plan that has been prepared based on class analysis Reader: <i>Helmiati. 2013. Microteaching Trains Basic Teaching Skills. Yogyakarta: Aswaja Pressindo</i>	12%
16		2	Criteria: 2 Form of Assessment : Participatory Activities, Tests	test			1%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	86%
2.	Practical Assessment	3.5%
3.	Practice / Performance	10%
4.	Test	0.5%
		100%

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.