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<tr><td rowspan="3"></td><td colspan="4" align="center">Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Mathematics Education Study Program</td><td>Document Code</td></tr>
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Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Mathematics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Micro Learning		8420202004		**T=2**	**P=0**	**ECTS=3.18**	6	July 17, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator	
		....		....		Dr. Endah Budi Rahaju, M.Pd.	

Learning model	**Project Based Learning**																
Program Learning Outcomes (PLO)	**PLO study program which 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 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

References	**Main :**	
	1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, danAplikasi. Jakarta: Grasindo. 2. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya. 3. Makawimbang, J.E. 2013. Supervisi KlinisTeori Dan Pengukurannya (Analisis di bidangPendidikan). Bandung: Alfabeta 4. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press. 5. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition. 6. Slavin, R.E. 2011. PsikologiPendidikan (TeoridanPraktik) (Terjemahan). Jakarta: PT Indeks. 7. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method.Dordrecht: Springer. 8. Susantini, E., dkk. 2014.Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press.	
	Supporters:	

Supporting lecturer	Dr. Hj. Masriyah, M.Pd. Dr. Rini Setianingsih, M.Kes. Dr. Janet Trineke Manoy, M.Pd. Dr. Endah Budi Rahaju, M.Pd. Dr. Ismail, M.Pd. Dr. Susanah, M.Pd. Dr. Pradnyo Wijayanti, M.Pd. Dr. Siti Khabibah, M.Pd. Prof. Rooselyna Ekawati, Ph.D. Ika Kurniasari, S.Pd., M.Pd. Dini Kinati Fardah, S.Pd.Si., M.Pd. Evangelista Lus Windyana Palupi, S.Pd., M.Sc. Nina Rinda Prihartiwi, S.Pd., M.Pd. Dr. Yurizka Melia Sari, M.Pd. Mukhtamilatus Sa'diyah, 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 learning approaches, models, methods and strategies		**Form of Assessment** : Participatory Activities	Examining types of approaches, models, methods and learning strategies (lectures and discussions) 2x50		**Material:** types of approaches, models, methods and learning strategies **Reference:** *Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.*	5%
2	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		**Form of Assessment** : Participatory Activities	1. Review concepts and examples of basic teaching skills (lectures and discussions) 2. Review microteaching concepts and examples of microteaching scenarios (lectures and discussions) 2x50		**Material:** microteaching and microteaching scenarios **References:** *Susantini, E., et al. 2014. Microteaching Guide for Lecturers, Students and Crew. Surabaya: University Press.* **Material:** school-based management **Reference:** *Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo.* **Material:** Basic teaching skills **References:** *Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.*	0%

3	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		**Form of Assessment** : Participatory Activities	1. Review concepts and examples of basic teaching skills (lectures and discussions) 2. Review microteaching concepts and examples of microteaching scenarios (lectures and discussions) 2x50		**Material:** clinical supervision **Reference:** *Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeta* **Material:** school-based management **Reference:** *Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo.*	0%
4	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		**Form of Assessment** : Participatory Activities	Communicate the results of school curriculum identification, school-based management and forms of supervision implemented in certain schools (presentations and discussions) 2x50		**Material:** clinical supervision **Reference:** *Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alphabeta* **Material:** school-based management **Reference:** *Mulyasa, E. 2004. School-Based Management: Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya.*	0%
5	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		**Form of Assessment** : Participatory Activities	Examining learning tools, types and examples according to the 2013 curriculum and the independent curriculum (lectures and discussions) 2x50		**Material:** learning tools, types and examples **Reference:** *Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.*	0%

6	1.Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material (CLO-5) 2.Develop learning tools that pay attention to the diversity of students, including students with special needs (CLO-3)		**Form of Assessment** : Project Results Assessment / Product Assessment	Develop syllabus learning tools, lesson plans and teaching materials, LKPD, and assessment tools (workshops and presentations) 2x50		**Material:** types of approaches, models, methods and learning strategies **Reference:** *Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.* **Material:** types of approaches, models, methods and learning strategies **References:** *Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.*	30%
7	1.Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material (CLO-5) 2.Develop learning tools that pay attention to the diversity of students, including students with special needs (CLO-3)		**Form of Assessment** : Project Results Assessment / Product Assessment	Develop syllabus learning tools, lesson plans and teaching materials, LKPD, and assessment tools (workshops and presentations) 2x50		**Material:** types of approaches, models, methods and learning strategies **Reference:** *Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.* **Material:** types of approaches, models, methods and learning strategies **References:** *Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.*	0%
8	Midterm exam		**Form of Assessment** : Project Results Assessment / Product Assessment, Test	carry out 2x50 offline UTS			0%

9	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
10	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
11	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
12	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
13	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
14	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%

15	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
16	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		**Form of Assessment** : Participatory Activities	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	30%
		35%

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.