



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Bachelor of Physical Education, Health & Recreation Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Micro teaching	8520102229	Compulsory Study Program Subjects	T=0	P=2	ECTS=3.18	6	May 22, 2023
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

Program Objectives (PO)

PO - 1	Realizing an honest and independent character related to micro teaching tasks
PO - 2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning.
PO - 3	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material.
PO - 4	Utilize learning resources and ICT to support the design and implementation of clinical supervision, micro teaching and peer teaching.
PO - 5	Utilize research results to develop effective learning tools.6. Develop learning tools that pay attention to the diversity of students

PLO-PO Matrix

	P.O
	PO-1
	PO-2
	PO-3
	PO-4
	PO-5

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																
	PO-5																

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 :

- Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo

Supporters:

- <http://114.4.104.248/index.php/edukasi/article/view/192>

Supporting lecturer Drs. Sudarso, M.Pd.
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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	Criteria: liveliness Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecturediscussionassignment 2 X 50		Material: knowledge about school-based management of clinical supervision. Reference: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	10%
2	have knowledge of school-based management, clinical supervision, micro teaching and learning	identify the school curriculum	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	discussion 2 X 50		Material: knowledge about school-based management of clinical supervision Reference: http://114.4.104.248/...	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	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions 2 X 50		Material: Clinical Supervision (SK) concept from various learning sources Library: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	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	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions and assignments 2 X 50		Material: concept of Clinical Supervision (SK) from various learning sources Library: http://114.4.104.248/...	5%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios	Criteria: liveliness Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, presentation 2 X 50		Material: Clinical Supervision (SK) concept from various learning sources Library: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	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 syllabus, lesson plans and teaching materials	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50		Material: Making decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material Library: http://114.4.104.248/...	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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Workshops and presentations 2 X 50		Material: Making decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material Library: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	10%
8	midterm exam	Students can work on questions from meeting material 1 - 7	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	offline 2 X 50		Material: Making decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material Library: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	10%

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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: Making decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material Library: http://114.4.104.248/...	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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: http://114.4.104.248/...	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	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: http://114.4.104.248/...	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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: Nurkolis. 2003. <i>School-Based Management: Theory, Models, and Applications</i> . Jakarta: Grasindo	5%
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	Criteria: test Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: http://114.4.104.248/...	5%
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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: http://114.4.104.248/...	5%
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	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: Nurkolis. 2003. <i>School-Based Management: Theory, Models, and Applications</i> . Jakarta: Grasindo	5%
16	UAS Knowledge	Students can work on questions from meeting material 1 - 15	Criteria: test Form of Assessment : Project Results Assessment / Product Assessment	offline 2x50		Material: responsible attitude by applying learning that is relevant to students' competencies and characteristics. Reference: Nurkolis. 2003. <i>School-Based Management: Theory, Models, and Applications</i> . Jakarta: Grasindo	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	90%
		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.