	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Physics Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
TEACHING & MICRO LEARNING SKILLS		8420302288	Compulsory Curriculum Subjects - Institutional	T=0	P=0	ECTS=0	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Mita Anggaryani, M.Pd., Ph.D.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning
	PO - 2	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material.
	PO - 3	Utilize learning resources and ICT to support the design and implementation of clinical supervision, micro teaching and peer teaching
	PO - 4	Utilizing research results to develop effective learning tools
	PO - 5	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	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
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:		

Supporting lecturer	Dra. Suliyanah, M.Si. Dr. Titin Sunarti, M.Si. Drs. Imam Sucahyo, M.Si. Dr. Dwikoranto, M.Pd. Woro Setyarsih, S.Pd., M.Si. Dr. Eko Hariyono, S.Pd., M.Pd. Setyo Admoko, S.Pd., M.Pd. Abd. Kholiq, S.Pd., M.T. Abu Zainuddin, S.Pd., M.Pd. Mukhayyarotin Niswati Rodliyatul Jauhariyah, S.Pd., M.Pd. Dr. Muhammad Satriawan, M.Pd. Nurita Apridiana Lestari, S.Pd., M.Pd. Utama Alan Deta, S.Pd., M.Pd., M.Si. Dr. Binar Kurnia Prahani, S.Pd., M.Pd. Muhammad Habibbulloh, M.Pd. Dr. Oka Saputra, 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.Explains concepts and SBM from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM	**Criteria:** Active participation and responsiveness **Form of Assessment** : Participatory Activities	Lectures, discussions, assignments	Deliver RPS and meeting materials 1 11.20-13.00	**Material:** School Based Management (MBS) **Library:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group*	5%
2	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	Identify the school curriculum	**Criteria:** Participative and responsive **Form of Assessment** : Participatory Activities	Discussion Lecture	2 x 50'	**Material:** School-Based Management **Reference:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* **Material:** Curriculum Documents **Library:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group*	5%
3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	Explains the concept of Clinical Supervision (SK) from various learning sources and ICT	**Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, discussions	2 x 50'	**Material:** Clinical Supervision (KS)-Keraga **Library:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement* **Material:** Individual diversity **Bibliography:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group*	5%

| 4 | | 1.- Explain the concept of micro teaching from various learning sources and ICT
2. learning resources and ICT-Examples basic teaching skills | **Form of Assessment** : Participatory Activities, Portfolio Assessment | Lectures, Discussions, Assignments | 2 x 50' | **Material:** basic teaching skills **Reader:** *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education*

Material: basic teaching skills **Reader:** *Rafli Kosasi. 1985. Explaining Skills. Directorate General of Higher Education*

Material: Microteaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture*

Material: Microteaching **Library:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group*

Material: Microteaching **Reader:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement* | 5% |

5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	Explains basic teaching skills scenarios	**Form of Assessment** : Participatory Activities, Portfolio Assessment	Discussions, presentations	2 x 50'	**Material:** basic teaching skills **Reader:** *Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education* **Material:** basic teaching skills **Reader:** *Rafli Kosasi. 1985. Explaining Skills. Directorate General of Higher Education* **Material:** Micro teaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture* **Material:** Micro teaching **Library:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* **Material:** Micro teaching **Reader:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement*	5%
6	Develop learning tools that pay attention to the diversity of students, including students with special needs	Develop learning tools in the form of a syllabus, lesson plans and teaching materials	**Criteria:** active, initiative, punctual **Form of Assessment** : Participatory Activities, Practice/Performance	Workshops, presentations	2 x 50'	**Material:** Development of syllabus and RPP **Library:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* **Material:** Learning models **References:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement* **Material:** Learning strategies **References:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture*	5%

7	Utilizing research results to develop effective learning tools	Develop assessments	**Form of Assessment** : Participatory Activities, Practice/Performance	Workshops and presentations	2 x 50'	**Material:** Assessment development **Literature:** *Sanjaya, Vienna. 2009. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group* **Material:** Assessment development **Reader:** *Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement*	5%
8		According to the aspects being practiced	**Criteria:** According to the specified criteria **Form of Assessment** : Portfolio Assessment, Practical Assessment		2 x 50'	**Material:** All materials provided by **the Library:**	10%
9	Have a responsible attitude by implementing learning that is relevant to student competencies and characteristics	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	**Form of Assessment** : Practical Assessment	Micro teaching and simulation 2 x 50'		**Material:** Microteaching **Reader:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works* **Material:** Microteaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture* **Material:** RPP/IPKGI Assessment Instrument **Reader:** *Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya* **Material:** Learning Implementation Assessment Instrument/IP KG II **References:** . *Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya*	5%

| 10 | Have a responsible attitude by implementing learning that is relevant to student competencies and characteristics | 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 | **Form of Assessment** : Practical Assessment | Micro teaching and simulation 2 x 50' | | **Material:** Microteaching **Reader:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works*

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| 13 | Have a responsible attitude by implementing learning that is relevant to student competencies and characteristics | 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 | **Form of Assessment** : Practical Assessment | Micro teaching and simulation 2 x 50' | | **Material:** Microteaching **Reader:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works*

 Material: Microteaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture*

 Material: RPP/IPKGI Assessment Instrument **Reader:** *Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya*

 Material: Learning Implementation Assessment Instrument/IP KG II **References:** . *Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya* | 5% |

14	Have a responsible attitude by implementing learning that is relevant to student competencies and characteristics	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	**Form of Assessment** : Practice / Performance	Micro teaching and simulation 2 x 50'		**Material:** Microteaching **Reader:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works* **Material:** Microteaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture* **Material:** RPP/IPKGI Assessment Instrument **Reader:** *Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya* **Material:** Learning Implementation Assessment Instrument/IP KG II **References:** . *Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya*	5%
15	Have a responsible attitude by implementing learning that is relevant to student competencies and characteristics	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	**Form of Assessment** : Practice / Performance	Micro teaching and simulation 2 x 50'		**Material:** Microteaching **Reader:** *Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works* **Material:** Microteaching **Literature:** *Sugeng Pranoto et al. 1980. Micro Teaching. Jakarta: Department of Education and Culture* **Material:** RPP/IPKGI Assessment Instrument **Reader:** *Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya* **Material:** Learning Implementation Assessment Instrument/IP KG II **References:** . *Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya*	5%

| 16 | | | **Form of Assessment** : Portfolio Assessment, Practice / Performance | Teaching practice/simulation | | **Material:** Teaching practice/simulation **Library:** | 20% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Portfolio Assessment	22.5%
3.	Practical Assessment	30%
4.	Practice / Performance	25%
		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.