



**Universitas Negeri Surabaya**  
**Faculty of Mathematics and Natural Sciences**  
**Bachelor of Science Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
Development of Learning Tools	8420103122		T=3 P=0 ECTS=4.77	0	July 19, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	.....		.....	Prof. Dr. Erman, M.Pd.			
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This course discusses school-based management, clinical supervision through presentations and discussions; and facilitating the development of learning tools as a means of preparing students to manage learning at school for Learning Management Program courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to produce products in the form of Learning Devices in secondary schools (SMP/SMA/SMK). Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.						
	<b>References</b>						
<b>Supporting lecturer</b>	<b>Main :</b>						
	1. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method.Dordrecht: Springer 2. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukuranya (Analisis di bidang Pendidikan). Bandung: AlfabetaMulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, danImplementasi. Bandung: PT Remaja Rosdakarya 3. Nurkolis. 2003.Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi.Jakarta: GrasindoUPT-P4 Unesa. 2012.Pedoman Pengalaman Lapangan.Surabaya: University Press						
	<b>Supporters:</b>						
	Dr. Elok Sudibyo, S.Pd.,M.Pd. Dr. Siti Nurul Hidayati, S.Pd., M.Pd. Beni Setiawan, S.Pd., M.Pd., Ph.D. Tutut Nurita, S.Pd., M.Pd. Laily Rosdiana, S.Pd., M.Pd. An Nuril Maulida Fauziah, S.Pd., M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand theoretical concepts about school-based management and clinical supervision	1. Explain the concept of school-based management. 2. Explain the concept of clinical supervision	<b>Criteria:</b> 1.No 2.Observed Aspects/Indicators 3.1 4.Say hello and check students' attendance 5.2 6.Attract students' attention (motivate) 7.3 8.Put forward indicators/goals to be achieved 9.4 10.Present the main issues to be discussed 11.5 12.Convey the importance of material to be studied 13.6 14.Relate lessons learned to new topics 15.7 16.Convey work plans and time allocation	Presentation, Discussion, Question and Answer, Assignment 4 X 50			0%
2	1. Make decisions about school-based management and clinical supervision based on case analysis 2. Make decisions about school-based management and clinical supervision based on case analysis	1. Conduct case analysis relating to school-based management 2. Conduct case analysis relating to clinical supervision 3. Conduct case analysis relating to school-based management 4. Conduct case analysis relating to clinical supervision	<b>Criteria:</b> 1.No 2.Observed Aspects/Indicators 3.1 4.Summarize or summarize the main points of the lesson 5.2 6.Consolidate students' attention to the main problem of discussion so that the information they receive can arouse their interest and ability in the next lesson 7.3 8.Provide follow-up in the form of suggestions and invitations for the material to be studied again 9.4 10.Reflecting on the learning that has been carried out, asking students to provide comments on the learning that has been carried out 11.5 12.End the lesson and say hello	Presentation by students, Questions and answers 4 X 50			0%

3	1. Make decisions about school-based management and clinical supervision based on case analysis 2. Make decisions about school-based management and clinical supervision based on case analysis	1. Conduct case analysis relating to school-based management 2. Conduct case analysis relating to clinical supervision 3. Conduct case analysis relating to school-based management 4. Conduct case analysis relating to clinical supervision	<b>Criteria:</b> 1.No 2.Observed Aspects/Indicators 3.1 4.Summarize or summarize the main points of the lesson 5.2 6.Consolidate students' attention to the main problem of discussion so that the information they receive can arouse their interest and ability in the next lesson 7.3 8.Provide follow-up in the form of suggestions and invitations for the material to be studied again 9.4 10.Reflecting on the learning that has been carried out, asking students to provide comments on the learning that has been carried out 11.5 12.End the lesson and say hello	Presentation by students, Questions and answers 4 X 50			0%
4	Understand theoretical concepts about basic teaching skills	1. Explain basic teaching skills. 2. Explain the steps for developing learning tools	<b>Criteria:</b> 1.1 2.Warmth: Shows serious movements, expressions, sounds and nods 3.2 4.Seriousness: Carry it out seriously (no small talk) 5.3 6.Meaningful: Using the words 1CGood, 1D 1CExact, 1D and similar, if the teacher asks and the students answer 7.4 8.There are variations: nod, smile, touch, nice, hand gesture	Presentation, Discussion, Question and Answer, Assignment 4 X 50			0%

5	Understand theoretical concepts about basic teaching skills	1. Explain basic teaching skills. 2. Explain the steps for developing learning tools	<b>Criteria:</b> 1.1 2. Warmth: Shows serious movements, expressions, sounds and nods 3.2 4. Seriousness: Carry it out seriously (no small talk) 5.3 6. Meaningful: Using the words 1CGood, 1D 1CExact, 1D and similar, if the teacher asks and the students answer 7.4 8. There are variations: nod, smile, touch, nice, hand gesture	Presentation, Discussion, Question and Answer, Assignment 4 X 50			0%
6	Developing science learning tools for SMP/MTs according to the 2013 Curriculum	Create junior high school science lesson plans according to the 2013 curriculum, along with worksheets and assessment sheets	<b>Criteria:</b> 1.1 2. Express questions clearly and concisely 3.2 4. Providing references: Providing information that becomes a reference for questions so that students can answer correctly 5.3 6. Focusing on the requested answer: Giving a broad (open) question and then turning it into a narrow question 7.4 8. Shifting answers: Asking different students to answer the same question 9.5 10. Distribution of questions: with a specific purpose the teacher can ask questions to the whole class, to certain students, or explain student responses to other students 11.6 12. Giving time to think 13.7 14. Providing guidance: phrasing questions in another form or way, asking simpler questions, or repeating previous explanations	Workshop 4 X 50			0%

7	Developing science learning tools for SMP/MTs according to the 2013 Curriculum	Create junior high school science lesson plans according to the 2013 curriculum, along with worksheets and assessment sheets	<b>Criteria:</b> 1.1 2.The explanation is relevant to the purpose 3.2 4.Provide explanations when students have questions or are previously designed by the teacher 5.3 6.Explanations are given at the beginning, middle, or end 7.4 8.Explanations are appropriate to the student's background and abilities 9.5 10.Using examples 11.6 12.Ask students questions about material that students do not understand	Workshop 4 X 50			0%
8	Practicing basic teaching skills through micro teaching activities	Apply basic teaching skills in micro teaching activities	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Group Simulation (Phase III) and Reflection 4 X 50			0%

9	Practicing basic teaching skills through micro teaching activities	Apply basic teaching skills in micro teaching activities	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Group Simulation (Phase III) and Reflection 4 X 50			0%
10	Practicing basic teaching skills through micro teaching activities	Apply basic teaching skills in micro teaching activities	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Group Simulation (Phase III) and Reflection 4 X 50			0%

11	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%
12	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%

13	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%
14	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%



15	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%
16	Practicing lesson plans that have been created through simulation/peer teaching activities	Implementing science learning based on the 2013 Curriculum in accordance with the learning plan (RPP)	<b>Criteria:</b> 1.1 2.Variations in sound (high-low, fast-slow, loud-soft), pause at the right time 3.2 4.Variations in facial expressions, hand gestures, where to stand 5.3 6.Avoid talking too much and give students more work (for example: reading, doing questions, discussions, making reports, etc.) 7.4 8.Variations in using media, for example making schemes on a board, using pictures, slides, recordings or videos 9.5 10.Variations in using tools or real objects in learning	Individual Simulation (Stage VI) and Reflection 4 X 50			0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.