



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8420702067	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Hendri Prastiyono, M.Pd.		Dr. Agus Suprijono, M.Si.			Dr. Nuansa Bayu Segara, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	Program Objectives (PO)	

PO - 1	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and pedagogy that pays attention to and applies social studies values in accordance with their field of expertise as an educator.
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PO - 2	Able to make appropriate decisions in the context of problem solving in teaching and micro-learning skills based on information and data results.
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PLO-PO Matrix

	P.O
	PO-1
	PO-2

PO Matrix at the end of each learning stage (Sub-PO)

		Week																
	P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1																	
	PO-2																	

Short Course Description	This course discusses the understanding and steps regarding observation and learning, micro skills, asking questions, reinforcement skills, variation skills, explaining skills, opening and closing skills, guiding small group discussion skills, class management skills, group teaching skills. Small and Individual.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Sanjaya,Wina. 2009. "Perencanaan dan Desain Sistem Pembelajaran", Jakarta: Kencana Prenada Media Grup. 2. Suparman, Atwi. 2011. "Desain Instruksional" Jakarta: Pusat Antar Universitas untuk Peningkatan. 3. Usman, User. 2011. Menjadi Guru dalam Proses belajar Mengajar. Bandung: Rosdakarya. 4. Wijaya, Cece,Cs. 2010. Kemampuan Guru dalam Proses Belajar mengajar. Bandung: Rosdakarya. 5. Daniella Tilbury, Michael William, 2003, Teaching and Learning Geography, Routledge Falmer, Taylor and Taylor and Francis, New York
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Supporters:	
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	<ol style="list-style-type: none"> 1. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, Instructional Technology and Media For Learning, Edisi kesembilan, Kencana Prenada Media Group, Jakarta 2. Kemendikbudristek. 2021. Panduan Pembelajaran dan Asesmen Kurikulum Merdeka. Jakarta 3. Kemendikbudristek. 2022. Panduan Praktik Lapangan dalam Implementasi Kurikulum Merdeka. Jakarta 4. Video Pembelajaran Keterampilan Mengajar dan Pembelajaran Mikro 						
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dr. Hendri Prastiyono, M.Pd. Dr. Kusnul Khotimah, 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	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and theories of basic learning skills	Form of Assessment : Participatory Activities	Case study, questions and answers, Small Group Discussion 2 X 50	1 X 50	Material: Insights into Teaching Skills References: <i>Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
2	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand microlearning theory	Criteria: rubric Form of Assessment : Participatory Activities	Case study, questions and answers, Small Group Discussion 2 X 50	1 X 50	Material: Micro Learning Library: <i>Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.</i>	5%
3	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand the theory of basic opening and closing skills	Criteria: rubric Form of Assessment : Practice / Performance	Case study, question and answer, Small Group Discussion, 2 X 50		Material: Learning Practices Library: <i>Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.</i>	5%
4	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand the theory of basic skills of asking and explaining	Criteria: rubric Form of Assessment : Practice / Performance	Practice, question and answer, Small Group Discussion 2 X 50		Material: Practice skills for opening and closing learning Library: <i>Ministry of Education and Culture. 2022. Field Practice Guide in Implementing the Independent Curriculum. Jakarta</i>	5%

5	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand basic skills theory to provide reinforcement and reflection	Criteria: rubric Form of Assessment : Practice / Performance	Basic Learning (PBL) Problems 2 X 50		Material: Asking and Explaining Skills References: <i>Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
6	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand the theory of basic classroom management skills and carry out varied learning	Form of Assessment : Practice / Performance	Practice, question and answer, Small Group Discussion 2 X 50		Material: basic skills provide reinforcement in learning Reader: <i>Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
7	Able to understand and have understanding and insight into the theory of teaching skills and micro learning in learning	Students analyze methods and understand the basic skills theory of guiding group discussions and teaching	Criteria: rubric Form of Assessment : Practice / Performance	Practice, Discussion 2 X 50		Material: class management skills Reader: <i>Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
8	U.S.S	test	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: UTS Library: <i>Sanjaya, Vienna. 2009. "Planning and Design of Learning Systems", Jakarta: Kencana Prenada Media Group.</i>	15%
9	able to explain the nature of the 8 basic learning skills	Students practice opening and closing learning skills	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	practice, Small Group Discussion 2 X 50	1 X 50	Material: Skills for Variation in Learning References: <i>Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.</i>	5%

10	able to explain the nature of the 8 basic learning skills	Students practice asking and explaining skills in learning	Criteria: rubric	practice and discussion 2 X 50	1 X 50	Material: Questioning and explaining skills in learning Reader: <i>Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
11	able to explain the nature of the 8 basic learning skills	Students practice skills to provide reinforcement and reflection on learning	Criteria: 5 Form of Assessment : Project Results Assessment / Product Assessment	practice and discussion 2 X 50	1 X 50	Material: Skills to provide reinforcement and reflection on learning. References: <i>Daniella Tilbury, Michael William, 2003, Teaching and Learning Geography, Routledge Falmer, Taylor and Taylor and Francis, New York</i>	5%
12	able to explain the nature of the 8 basic learning skills	Students practice learning management skills	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	practice and discussion 2 X 50	1 X 50	Material: Learning management skills Reader: <i>Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
13	able to explain the nature of the 8 basic learning skills	Students practice skills in varying learning	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	practice and discussion		Material: Skills in carrying out varied learning References: <i>Suparman, Atwi. 2011. "Instructional Design" Jakarta: Inter-University Center for Improvement.</i>	5%
14	able to explain the nature of the 8 basic learning skills	Students practice the skills of guiding discussions in learning	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	practice and discussion 2 X 50	1 X 50	Material: Skills to guide discussions in learning Reference: <i>Usman, User. 2011. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%

15	able to explain the nature of the 8 basic learning skills	Students practice small group and pair teaching skills	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	practice 2 X 50	1 X 50	Material: Small group and pair teaching skills Reader: <i>Wijaya, Cece, Cs. 2010. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya.</i>	5%
16	able to explain the nature of the 8 basic learning skills	UAS	Criteria: rubric Form of Assessment : Test	2 X 50 test		Material: UAS Library: <i>Ministry of Education and Culture. 2021. Independent Curriculum Learning and Assessment Guide. Jakarta</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	45%
3.	Practice / Performance	25%
4.	Test	20%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

