



**Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching Skills and Microlearning	8321202160	Compulsory Curriculum Subjects - Institutional	T=0	P=0	ECTS=0	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Marniati, S.E, M.M		Imami Arum Tri Rahayu, S.Pd., M.Pd.			Imami Arum Tri Rahayu, S.Pd., M.Pd.	

Learning model	Case Studies																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																	
	PLO-5 Have a professional attitude as an educator and practitioner in the field of fashion design which includes discipline, honesty, responsibility and cooperation.																																																	
	PLO-7 Skilled in designing teaching tools and applying them in learning in the field of fashion design																																																	
	PLO-10 Skilled in designing, carrying out research, analyzing and implementing research results in the field of fashion education and fashion skills competency																																																	
	Program Objectives (PO)																																																	
	PO - 1 Able to demonstrate a responsible, thorough and objective attitude in independent teaching practice, as well as uploading it on the college website (attitude).																																																	
	PLO-PO Matrix																																																	
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	PO-1																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																		
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																		

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. Dimiyati, 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. Depdikbud
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		Prof. Dr. Marniati, S.E., M.M. Dr.Sn. Inty Nahari, S.Pd., M.Ds. Dr. Lutfiyah Hidayati, S.Pd., M.Pd. Dr. Deny Arifiana, S.Pd., M.A. Imami Arum Tri Rahayu, S.Pd., M.Pd. Peppy Mayasari, S.Pd., M.Pd. Mita Yuniati, S.Pd., M.Pd. Ma'rifatun Nashikhah, 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	Understand and have understanding and insight into Teaching Skills and Micro Learning	a. Identifying examples/models to open learning b. Open learning that is appropriate to the learning material	Criteria: 1 - 100 Form of Assessment : Participatory Activities, Practice/Performance	Lecture, Discussion, Sharing information (sharing), PBL (Problem Based Learning) Form: Performance (performance) Method: - Performance - WBL Assignment: Presentation and discussion in mastering opening learning skills [TM:1x(4x50")] 2 X 50		Material: insights into Teaching Skills Reader: <i>Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works</i>	2%
2		Students are able to explain the nature of basic skills in leading small discussions	Form of Assessment : Participatory Activities, Practice/Performance	Lectures, Discussions, Information sharing, PBL (Problem Based Learning), 2 X 50		Material: Learning process References: <i>Hasibuan, JJ Ibrahim. 1988. Teaching and Learning Process of Micro Basic Skills. Bandung: Youth Works</i>	2%
3	Mastering skills that demonstrate the ability to carry out learning steps in accordance with the chosen approach/model/strategy	1.a. Identify appropriate approaches or models or strategies or techniques 2.b. Choose an appropriate approach or model or strategy or technique 3.c. Carry out steps according to the chosen approach or model or strategy or technique	Criteria: Performance Tests or real teaching at school Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: Steps in learning Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i>	5%
4	Mastering skills that demonstrate the ability to choose media that suits learning characteristics	1.a. Identifying learning media 2.b. Choose learning media that suits learning characteristics 3.c. Using learning media that suits learning characteristics	Criteria: Performance Tests or real teaching at school Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50		Material: Learning media Reader: <i>Suparman, Atwi. 2001. Instructional Design. Jakarta: Inter-University Center for Improvement.</i>	5%

5	Mastering skills that demonstrate the ability to use media effectively and efficiently	<p>1.a. Identifying learning media effectively and efficiently</p> <p>2.b. Choose appropriate learning media</p> <p>3.c. Using learning media in classroom learning effectively and efficiently</p>	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50</p>		<p>Material: Use of learning media Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	5%
6	Master the skills in selecting and determining modeling that is appropriate to the learning material	<p>1.a. Identify modeling in learning that is appropriate to the learning material</p> <p>2.b. Choose a model that suits the learning material</p> <p>3.c. Carry out the modeling steps that have been chosen in class learning</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50</p>		<p>Material: Choosing a learning model Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	5%
7	Master the skills of using ICT in learning	<p>1.a. Identifying ICT needs in learning</p> <p>2.b. Choose ICT that is appropriate to the learning material</p> <p>3.c. Utilizing ICT in classroom learning</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lectures, Discussions, Sharing information (sharing), PBL (Problem Based Learning) 2 X 50</p>		<p>Material: using ICT in learning Reader: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	5%
8	midterm exam	midterm exam		midterm exam 2 X 50			20%
9	Master skills that demonstrate mastery of leading discussions	<p>1.a. Identify various types or forms of discussion for learning</p> <p>2.b. Choose the type or form of discussion that suits the learning material</p> <p>3.c. Lead discussions according to learning material</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Method: - Performance - WBL Assignment: Presentation and discussion in mastering skills that demonstrate mastery of leading discussions [TM:1x(4x50")]</p>		<p>Material: Guiding the discussion Reader: <i>Wardani IGAK. 1985. Small Group Guiding Skills. Jakarta: P2LPTK Directorate General of Higher Education</i></p>	5%
10	Mastering skills in using spoken and written language clearly, well and correctly	<p>1.a. Determining good and correct language b. Use good and correct Indonesian in writing and speaking</p> <p>2.b. Use good and correct Indonesian in writing and speaking</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Method: - Performance - WBL Assignment: Presentation and discussion in mastering skills in using spoken and written language clearly, well and correctly [TM:1x(4x50")]</p>		<p>Material: Techniques for using language Reader: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	2%

11	Mastering skills that demonstrate giving assignments and feedback that are appropriate to the learning material	<p>1.a. Identify assignments and feedback that are appropriate to the learning material</p> <p>2.b. Choose assignments and feedback that are good and appropriate to the learning material</p> <p>3.c. Provide assignments and feedback according to learning material</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Method: - Performance - WBL</p> <p>Assignment: Presentation and discussion in mastering skills that shows the provision of assignments and feedback in accordance with the learning material [TM:1x(4x50")]</p>		<p>Material: assignment and feedback Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	3%
12	Mastering skills that demonstrate the ability to carry out learning assessments	<p>1.a. Identify good assessments that are appropriate to learning material</p> <p>2.b. Choose an assessment that suits the learning material</p> <p>3.c. Use assessments that are appropriate to the learning material</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>- Performance - WBL</p> <p>Assignment: Presentation and discussion in mastering skills that demonstrate the ability to carry out learning assessments [TM:2x(4x50")]</p>		<p>Material: conducting learning assessments Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	2%
13	Mastering skills in providing enrichment or remedial materials	<p>1.a. Identify appropriate enrichment and remedial materials</p> <p>2.b. Choose appropriate enrichment and remedial materials</p> <p>3.c. Delivering enrichment and remission materials</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Method: - Performance - WBL</p> <p>Assignment: Presentation and discussion in mastering skills that demonstrate the ability to carry out learning assessments [TM:2x(4x50")]</p>		<p>Material: enrichment or remedial Library: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	2%
14	Mastering the skills of providing reinforcement and closing learning by making a summary or reflection	<p>1.a. Identify examples or models of reinforcement and close good learning</p> <p>2.b. Choose examples or models of reinforcement and close good learning</p>	<p>Criteria: Performance Tests or real teaching at school</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Form: Performance Method :</p> <p>- Performance - WBL</p> <p>Assignment: Presentation and discussion in mastering skills to provide reinforcement and close learning by making summaries and reflections [TM:1x(4x50")]</p>		<p>Material: making a summary Reader: <i>Usman, User. 2001. Becoming a Teacher in the Teaching and Learning Process. Bandung: Rosdakarya</i></p>	3%

15	Mastering the skills of providing reinforcement and closing learning by making a summary or reflection	Carry out reinforcement and close learning as appropriate	Criteria: Performance Tests or real teaching at school Form of Assessment : Participatory Activities, Practice/Performance	Form: Performance Method : - Performance - WBL Assignment: Presentation and discussion in mastering skills to provide reinforcement and close learning by making summaries and reflections [TM:1x(4x50")]		Material: Reflection Reader: <i>Wijaya, Cece. 1991. Teacher Ability in the Teaching and Learning Process. Bandung: Rosdakarya</i>	3%
16	Final exams						30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	22.84%
2.	Project Results Assessment / Product Assessment	1.67%
3.	Practical Assessment	1.67%
4.	Practice / Performance	22.84%
		49.02%

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** 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.
- 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.