



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Microteaching	8420202004		T=2 P=0 ECTS=3.18	6	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Endah Budi Rahaju, M.Pd.																																		
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		P.O																																				
	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" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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 :																																					
	<ol style="list-style-type: none"> 1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo. 2. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya. 3. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta 4. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press. 5. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition. 6. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 7. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer. 8. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Hj. Masriyah, M.Pd. Dr. Rini Setianingsih, M.Kes. Dr. Janet Trineke Manoy, M.Pd. Dr. Endah Budi Rahaju, M.Pd. Dr. Ismail, M.Pd. Dr. Susanah, M.Pd. Dr. Pradnyo Wijayanti, M.Pd. Dr. Siti Khabibah, M.Pd. Prof. Rooselyna Ekawati, Ph.D. Ika Kurniasari, S.Pd., M.Pd. Dini Kinati Fardah, S.Pd.Si., M.Pd. Shofan Fiangga, S.Pd., M.Sc. Evangelista Lus Windyana Palupi, S.Pd., M.Sc.																																					

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 learning approaches, models, methods and strategies			Examining types of approaches, models, methods and learning strategies (lectures and discussions) 2x50		Material: types of approaches, models, methods and learning strategies Reference: Arends, RI 2012. <i>Learning to Teach</i> . New York: McGraw-Hill International Edition.	0%
2	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		Form of Assessment : Participatory Activities	1. Review concepts and examples of basic teaching skills (lectures and discussions) 2. Review microteaching concepts and examples of microteaching scenarios (lectures and discussions) 2x50		Material: microteaching and microteaching scenarios References: Susantini, E., et al. 2014. <i>Microteaching Guide for Lecturers, Students and Crew</i> . Surabaya: University Press. <hr/> Material: school-based management Reference: Nurkolis. 2003. <i>School-Based Management: Theory, Models, and Applications</i> . Jakarta: Grasindo. <hr/> Material: Basic teaching skills References: Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. <i>Teaching and Learning the European Union: Traditional and Innovative Method</i> . Dordrecht: Springer.	5%

3	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		Form of Assessment : Participatory Activities	1. Review concepts and examples of basic teaching skills (lectures and discussions) 2. Review microteaching concepts and examples of microteaching scenarios (lectures and discussions) 2x50		<p>Material: clinical supervision Reference: <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i></p> <hr/> <p>Material: school-based management Reference: <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo.</i></p>	5%
4	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning		Form of Assessment : Practice / Performance	Communicate the results of school curriculum identification, school-based management and forms of supervision implemented in certain schools (presentations and discussions) 2x50		<p>Material: clinical supervision Reference: <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i></p> <hr/> <p>Material: school-based management Reference: <i>Mulyasa, E. 2004. School-Based Management: Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya.</i></p>	15%
5	Have knowledge of basic teaching skills, microteaching, school-based management, clinical supervision, and learning planning			Examining learning tools, types and examples according to the 2013 curriculum and the independent curriculum (lectures and discussions) 2x50		<p>Material: learning tools, types and examples Reference: <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p>	0%

6	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material (CLO-5)</p> <p>2. Develop learning tools that pay attention to the diversity of students, including students with special needs (CLO-3)</p>		<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Develop syllabus learning tools, lesson plans and teaching materials, LKPD, and assessment tools (workshops and presentations) 2x50</p>		<p>Material: types of approaches, models, methods and learning strategies Reference: <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p>Material: types of approaches, models, methods and learning strategies References: <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	10%
7	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material (CLO-5)</p> <p>2. Develop learning tools that pay attention to the diversity of students, including students with special needs (CLO-3)</p>		<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Develop syllabus learning tools, lesson plans and teaching materials, LKPD, and assessment tools (workshops and presentations) 2x50</p>		<p>Material: types of approaches, models, methods and learning strategies Reference: <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p>Material: types of approaches, models, methods and learning strategies References: <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	10%
8	Midterm exam		<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>carry out 2x50 offline UTS</p>			30%

9	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		Form of Assessment : Participatory Activities, Practice/Performance	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			5%
10	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			10%
11	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)			1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
12	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)			1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
13	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)			1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%
14	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)			1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			0%

15	Able to communicate ideas and results of designing learning tools effectively orally and in writing (CLO-4)		Form of Assessment : Practice / Performance	1. Manage learning in microteaching format or simulation / peer teaching (simulation) 2. Reflect on learning that has been carried out (discussion) 2x50			10%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Project Results Assessment / Product Assessment	55%
3.	Practice / Performance	32.5%
		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.