



**Universitas Negeri Surabaya  
Faculty of Education,  
Bachelor of Primary School Teacher 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>												
Microteaching	8620602066		T=2   P=0   ECTS=3.18	2	July 18, 2024												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>												
	.....		.....		Putri Rachmadyanti, S.Pd., M.Pd.												
<b>Learning model</b>	Project Based Learning																
<b>Program Learning Outcomes (PLO)</b>	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)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	This course aims to train students to have knowledge, understanding and skills regarding management/learning and carrying out learning assessments in elementary school that are in accordance with the 2013 curriculum and relevant to pedagogical, personality, social-cultural and professional competencies.																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merrill</li> <li>2. Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc.</li> <li>3. Essa, Eva L. 2003. Introduction To Earlychildhood Education. Canada: Thompson Delmar Learning.</li> <li>4. Idi, Abdullah. 2007. Pengembangan Kurikulum. Teori &amp; Praktek. Yogyakarta: Ar Ruz Media</li> <li>5. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini</li> <li>6. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 tentang Kurikulum Pendidikan Anak Usia Dini.</li> <li>7. Eliason, Claudia dan Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College. Direktorat PAUD. 2015. Buku panduan kurikulum pendidikan anak usia dini apa, mengapa, dan bagaimana . Jakarta: Direktorat PAUD.</li> <li>8. Direktorat PAUD. 2015. Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini. Jakarta: Direktorat PAUD.</li> </ol>																
	<b>Supporters:</b>																

<b>Supporting lecturer</b>	MAS SUBAGIO Dra. Asri Susetyo Rukmi, M.Pd. Drs. H. Budiyo, S.Pd., M.Pd. Dra. Mulyani, M.Pd. Drs. Suprayitno, M.Si. Prof. Dr. Suryanti, M.Pd. Ganes Gunansyah, S.Pd., M.Pd. Ulhaq Zuhdi, S.Pd., M.Pd. Farida Istianah, S.Pd., M.Pd. Delia Indrawati, S.Pd., M.Pd. Putri Rachmadyanti, 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	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	1. Students can: arrange learning tools according to the preparation guidelines in the 2013 elementary school curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum		scientific 2 X 50			0%
2	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum 2. practice learning according to the plans that have been prepared 3. carry out learning assessments in accordance with the 2013 curriculum		scientific 2 X 50			0%

3	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		scientific 2 X 50			0%
4	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		scientific 2 X 50			0%
5	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		scientific 2 X 50			0%

6	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		scientific 2 X 50			0%
7	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		scientific 2 X 50			0%
8	Students are able to do UTS			2 X 50			0%
9	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%

10	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%
11	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%
12	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%

13	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%
14	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%
15	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for elementary school students	<ol style="list-style-type: none"> <li>1. Students can: arrange learning tools according to the preparation guidelines in the 2013 curriculum</li> <li>2. practice learning according to the plans that have been prepared</li> <li>3. carry out learning assessments in accordance with the 2013 curriculum</li> </ol>		cognitive collaborative 2 X 50			0%
16							0%

### Evaluation Percentage Recap: Project Based Learning

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** 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.