	Universitas Negeri Surabaya **Faculty of Education,** **Psychology Undergraduate Study Program**	Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Training Models		7320102027		**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		....		....	Yohana Wuri Satwika, S.Psi., M.Psi.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that 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

Short Course Description	This course discusses the basic concepts of training design, principles of experiential learning, TNA, basic procedures for designing training, creating training modules, implementing training and analyzing the results of evaluation of training that has been carried out.

References	**Main :**
	1. TrueLove, Steve. 2014. Handbook of Training and Development. UK : Blackwell Publishers Ltd. 2. Rae, Leslie. 2005. The Art of Training and Development (Edisi Terjemahan). Jakarta : PT Gramedia.
	Supporters:

Supporting lecturer	Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi. Olievia Prabandini Mulyana, S.Psi., M.Psi Psikolog

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 the definition of a training model and the scope of a training model	Can explain the definition of a training model and the scope of a training model	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%

2	Understand the introduction to training and experiential learning models	Can explain an introduction to training and experiential learning models	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
3	Understanding training needs analysis (tna)	Can explain training needs analysis (TNA)	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
4	Understand and apply tna in training	Can make tna in training	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
5	Understand training models	Can explain training models	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
6	Understanding return on investment (ROI)	Can explain return of investment (ROI)	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
7	Understanding training evaluation	Can explain training evaluation	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
8	Understand the scope of the training model up to training evaluation	Can explain the scope of the training model up to training evaluation	**Criteria:** UTS	UTS 2 X 50			0%
9	Understand training proposals	Can explain training proposals	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
10	Understand the training module	Can explain training modules	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
11	Understand and apply the creation of proposals and training modules	Can apply proposal creation and training modules	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
12	Carrying out tryouts and evaluating training modules	Can carry out tryouts and evaluate training modules	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%

13	Carrying out training	Can carry out training	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
14	Evaluate training	Can evaluate the implementation of training	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
15	Create training results reports	Can create reports on training results	**Criteria:** 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
16				2 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** 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.