



**Universitas Negeri Surabaya  
Faculty of Education,  
Psychology Undergraduate 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> |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------|-----------|-------------------------------------|-------------------------|-----|-------|----|----|--------|----|----|------|----|-----|------|--|--|--|------|--|--|--|---|--|--|------|--|--|--|---|---|---|------|---|---|---|---|---|---|----|----|----|----|----|----|----|------|---|---|--|--|---|--|--|--|--|--|--|--|--|--|---|--|------|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|---|------|--|--|--|---|--|---|---|--|--|---|---|---|---|--|---|--|
| EDUCATIONAL SCIENCE                                         | 7320102154                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Compulsory Curriculum Subjects - Institutional                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | T=2                               | P=0    | ECTS=3.18 | 1                                   | January 1, 2023         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>AUTHORIZATION</b>                                        | <b>SP Developer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Course Cluster Coordinator</b> |        |           | <b>Study Program Coordinator</b>    |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | Dr. Lamijan Hadi Susarno, M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dr. Lamijan Hadi Susarno, M.Pd.   |        |           | Yohana Wuri Satwika, S.Psi., M.Psi. |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>Learning model</b>                                       | Case Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program which is charged to the course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PLO-5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 9: Able to communicate and develop collaboration with partners in the same field of science or across sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PLO-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4: Able to apply basic psychological research methods including research design, development of measuring instruments, data analysis and interpretation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>Program Objectives (PO)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PO - 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Responsible for one's own learning performance, agreement with colleagues/groups in understanding the basic concepts of educational science both theoretically and practically, and properly applying relevant educational theories in their field of study                                                                                                                                                                                                                                                                                                                                                                                                         |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PO - 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Master theoretical concepts about educational science in depth and formulate procedural problem solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PO - 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Have the ability to make the right decisions based on analysis of data information about educational and/or learning problems and can provide guidance in choosing various alternative solutions independently and in groups.                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PO - 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Have the ability to apply educational expertise and utilize science and technology in solving problems related to education and/or learning, both theoretically and practically and can adapt to the situations faced.                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <b>PLO-PO Matrix</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th colspan="3">PLO-5</th> <th colspan="3">PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> |                                   |        |           |                                     |                         | P.O | PLO-5 |    |    | PLO-12 |    |    | PO-1 | ✓  |     |      |  |  |  | PO-2 |  |  |  | ✓ |  |  | PO-3 |  |  |  | ✓ |   |   | PO-4 | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| P.O                                                         | PLO-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | PLO-12 |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-1                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-2                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | ✓      |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-3                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | ✓      |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-4                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td style="text-align: center;">✓</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> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td></td> </tr> </tbody> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    | P.O | Week |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   | 1 | 2 | 3    | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | ✓ | ✓ |  |  | ✓ |  |  |  |  |  |  |  |  |  | ✓ |  | PO-2 |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  | PO-3 |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  | ✓ | PO-4 |  |  |  | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |
| P.O                                                         | Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
|                                                             | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                                 | 4      | 5         | 6                                   | 7                       | 8   | 9     | 10 | 11 | 12     | 13 | 14 | 15   | 16 |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-1                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |        | ✓         |                                     |                         |     |       |    |    |        |    |    | ✓    |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-2                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓                                 |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-3                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     | ✓     |    |    |        |    |    |      | ✓  |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| PO-4                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   | ✓      |           | ✓                                   | ✓                       |     |       | ✓  | ✓  | ✓      | ✓  |    | ✓    |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>Short Course Description</b>                             | Educational science provides provisions for students to be able to contribute in overcoming educational problems and can provide educational innovation in Indonesia and globally. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |
| <b>References</b>                                           | <b>Main :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |        |           |                                     |                         |     |       |    |    |        |    |    |      |    |     |      |  |  |  |      |  |  |  |   |  |  |      |  |  |  |   |   |   |      |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |   |  |  |   |  |  |  |  |  |  |  |  |  |   |  |      |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |   |      |  |  |  |   |  |   |   |  |  |   |   |   |   |  |   |  |

| <ol style="list-style-type: none"> <li>Roesminingsih, M. V., &amp; Susarno, L. H. (2023). Memahami Ilmu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.</li> <li>Roesminingsih, M. V., &amp; Susarno, L. H. (2022). Teori dan Praktik Pendidikan. Surabaya: BINTANG Surabaya.</li> <li>Indikator keberhasilan mata kuliah ini jika mahasiswa mampu mengimplementasikan teori kedalam praktek Pendidikan Non Formal.</li> <li>Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka</li> <li>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto,</li> <li>Suryati Sidharto, &amp; Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.</li> <li>Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.</li> <li>John I. Goodlad,. Educational Renewal. San francisco : Jossey-Bass Publishers</li> <li>John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                               |                                                                                                           |                                                                         |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
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| <b>Supporters:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                               |                                                                                                           |                                                                         |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| <ol style="list-style-type: none"> <li>Hidayat, R., &amp; Abdillah, A. (2019). Ilmu Pendidikan: Konsep, Teori Dan Aplikasinya. Medan: LPPPI.</li> <li>you tube</li> <li>scholar</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                               |                                                                                                           |                                                                         |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| <b>Supporting lecturer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dr. Wiwin Yulianingsih, S.Pd., M.Pd.<br>Dr. Nunuk Hariyati, S.Pd., M.Pd.<br>Dr. Heryanto Susilo, S.Pd., M.Pd.<br>Supriyanto, S.Pd., M.Pd.<br>Syunu Trihantoyo, S.Pd., M.Pd.<br>Citra Fitri Kholidya, S.Pd., M.Pd.<br>Dr. Atan Pramana, M.Pd.<br>Windsari, S.Pd., M.Pd.<br>Shelly Andari, S.Pd., M.Pd.<br>Dr. Shobri Firman Susanto, 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 can explain the basic concepts of educational science.                                                                                                                                                                                                                                                                                  | <ol style="list-style-type: none"> <li>Explain the orientation of the lecture material</li> <li>Describe the basic concepts of educational science</li> </ol> | <b>Criteria:</b><br>Written and oral tests<br><br><b>Form of Assessment :</b><br>Participatory Activities | a. Dialogic delivery<br>b. Discussion<br>3 x 50                         | <ul style="list-style-type: none"> <li>Synchronous</li> <li>Case Based Learning (CBL) Model</li> <li>Brainstorming</li> <li>Discussion and/or</li> <li>Question and answer<br/> 3 X 50</li> </ul> | <b>Material:</b> basic concepts of educational science<br><b>Reference:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i><br><br><b>Material:</b> basic concepts of educational science<br><b>Reference:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i><br><br><b>Material:</b> basic concepts of educational science<br><b>Reference:</b><br><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i> | 3%                    |

|   |                                                                 |                                                    |                                                                                                                    |                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
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| 2 | Students can explain the foundation and/or basics of education. | Explain the foundation and/or basics of education. | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>a. Dialogic delivery</p> <p>b. Discussion</p> <p>c. Presentation<br/>3 x 50</p> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer<br/>3 X 50</li> </ul> | <p><b>Material:</b><br/>Students can explain the basis and/or basics of education.</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>Students can explain the basis and/or fundamentals of education.</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>Students can explain the basis and/or basics of education.</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 3% |
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| 3 | Understanding Human Nature and Development | <ol style="list-style-type: none"> <li>1.Explain the true nature of humans</li> <li>2.Explain the dimensions of human nature</li> <li>3.Explains the development of human dimensions</li> <li>4.Explains the Indonesian human figure as a whole</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• PjBL Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3 X 50</li> </ul> | <p><b>Material:</b><br/>human nature and its development<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>human nature and its development<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>human nature and its development<br/><b>Reference:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 3% |
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| 4 | Students can explain the nature of education and learning. | <ol style="list-style-type: none"> <li>1.Explains the meaning of education</li> <li>2.Explains analyzing the educational process</li> <li>3.Explains analyzing the function of education</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b> the nature of education and learning<br/><b>Reference:</b> Roesminingsih, MV, &amp; Susarno, LH (2023). <i>Understanding Education Science in Practice</i>. Madiun: CV. Bayfa Indonesian Scholar.</p> <hr/> <p><b>Material:</b> the nature of education and learning<br/><b>Reference:</b> Roesminingsih, MV, &amp; Susarno, LH (2022). <i>Educational Theory and Practice</i>. Surabaya: BINTANG Surabaya.</p> <hr/> <p><b>Material:</b> the nature of education and learning<br/><b>Reference:</b> Hidayat, R., &amp; Abdillah, A. (2019). <i>Educational Science: Concepts, Theories and Applications</i>. Medan: LPPPI.</p> | 3% |
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| 5 | Students can explain the components of education | <ol style="list-style-type: none"> <li>1.Explain the components of education</li> <li>2.Students are able to link concepts and reality or existing cases</li> </ol>                                                                     | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3 X 50</li> </ul> | <p><b>Material:</b><br/>educational components</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>educational components</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>educational components</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 3% |
| 6 | Understanding the national education system      | <ol style="list-style-type: none"> <li>1.Describe the meaning of the education system</li> <li>2.Describe the various types of education systems</li> <li>3.Students are able to link concepts and reality or existing cases</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul>   | <p><b>Material:</b><br/>education as a system</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>education as a system</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>education as a system</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p>    | 3% |

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| 7 | Students can explain the national education system | <ol style="list-style-type: none"> <li>1.Explain the basis, objectives and functions of national education</li> <li>2.Describe national education programs and management</li> <li>3.Analyzing educational institutions in Indonesia</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>national education system</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>national education system</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>national education system</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>national education system</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
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| 8 | UTS | Review meetings<br>1-7 | <b>Criteria:</b><br>Written and oral tests<br><br><b>Form of Assessment :</b><br>Portfolio<br>Assessment, Test | Test<br>3 x 50 | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Test</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <b>Material:</b><br>Reviewing meetings 1-7<br><b>References:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i><br><hr/> <b>Material:</b><br>Reviewing meetings 1-7<br><b>References:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i><br><hr/> <b>Material:</b><br>Reviewing meetings 1-7<br><b>References:</b><br><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i> | 20% |
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| 9 | Students can analyze the concept of teachers as a profession and learning administrator | <ol style="list-style-type: none"> <li>1.Explain the concept of teaching as a profession</li> <li>2.Explains the concept of teachers as learning administrators</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>concept of teachers as professions and learning administrators<br/><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>concept of teachers as professions and learning administrators<br/><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>concept of teachers as a profession and learning administrator<br/><b>Reference:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
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| 10 | Students can analyze educational and/or learning problems | <p>1. Analyze education and/or learning problems</p> <p>2. Describe practical problems in Indonesia.</p> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>a. Dialogic delivery</p> <p>b. Discussion</p> <p>c. Presentation 3 x 50</p> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>education and/or learning problems</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>educational and/or learning problems</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>education and/or learning problems</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
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| 11 | Students can analyze efforts to overcome educational problems in Indonesia. | Describe efforts to overcome education problems in Indonesia | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>a. Dialogic delivery</p> <p>b. Discussion</p> <p>c. Presentation 3 x 50</p> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>efforts to overcome education problems in Indonesia.</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>efforts to overcome education problems in Indonesia.</p> <p><b>References:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>efforts to overcome education problems in Indonesia.</p> <p><b>References:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
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| 12 | Students can analyze educational innovation in Indonesia | <ol style="list-style-type: none"> <li>1.Explain the concept of change and innovation</li> <li>2.Explain the meaning of educational innovation</li> <li>3.Explain the purpose of innovation</li> <li>4.Analyze the innovation cycle</li> <li>5.Analyzing problems that require educational innovation</li> <li>6.Implementing various educational innovation efforts in Indonesia</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | <p>Dialogic delivery</p> <p>b. Discussion</p> <p>c. Presentation<br/>3 x 50</p> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer<br/>3x50</li> </ul> | <p><b>Material:</b><br/>educational innovation in Indonesia</p> <p><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>educational innovation in Indonesia</p> <p><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>educational innovation in Indonesia</p> <p><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> | 4% |
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| 13 | Understanding educational innovation in Indonesia | <ol style="list-style-type: none"> <li>1.Explain the basic concept of character education</li> <li>2.Foundation of character education values</li> <li>3.Stages of developing character education in schools</li> </ol> | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
| 14 | Students can explain character education          | Analyze efforts to implement character education both at school and outside school                                                                                                                                      | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ol style="list-style-type: none"> <li>a. Dialogic delivery</li> <li>b. Discussion</li> <li>c. Presentation 3 x 50</li> </ol> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>character education<br/><b>Reference:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |

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| 15 | Students can analyze education in the era of globalization | Analyzing education in the era of globalization. | <p><b>Criteria:</b><br/>Written and oral tests</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <p>a. Dialogic delivery</p> <p>b. Discussion</p> <p>c. Presentation 3 x 50</p> | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <p><b>Material:</b><br/>education in the era of globalization</p> <p><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i></p> <hr/> <p><b>Material:</b><br/>education in the era of globalization</p> <p><b>Reference:</b><br/><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i></p> <hr/> <p><b>Material:</b><br/>education in the era of globalization</p> <p><b>Reference:</b><br/><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i></p> | 4% |
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| 16 | UAS | Review meeting 9-15 | <b>Criteria:</b><br>Written and oral tests<br><br><b>Form of Assessment :</b><br>Portfolio Assessment | Test | <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Test</li> <li>• Case Based Learning (CBL) Model</li> <li>• Brainstorming</li> <li>• Discussion and/or</li> <li>• Question and answer 3x50</li> </ul> | <b>Material:</b><br>Reviewing the 9-15 meeting<br><b>Reference:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2022). Educational Theory and Practice. Surabaya: BINTANG Surabaya.</i><br><hr/> <b>Material:</b><br>Reviewing the 9-15 meeting<br><b>Reference:</b><br><i>Hidayat, R., &amp; Abdillah, A. (2019). Educational Science: Concepts, Theories and Applications. Medan: LPPPI.</i><br><hr/> <b>Material:</b><br>Reviewing the 9-15 meeting<br><b>Reference:</b><br><i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i> | 30% |
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#### Evaluation Percentage Recap: Case Study

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 43%        |
| 2. | Portfolio Assessment     | 40%        |
| 3. | Practice / Performance   | 7%         |
| 4. | Test                     | 10%        |
|    |                          | 100%       |

#### 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.



