	Universitas Negeri Surabaya **Faculty of Social Sciences and Law,** **Social Sciences Education Undergraduate Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Classroom action research		8420703080	Study Program Elective Courses	**T=2**	**P=1**	**ECTS=4.77**	6	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dr. Hendri Prastiyono, M.Pd.		Dr. Agus Suprijono, M.Si			Dr. Nuansa Bayu Segara, S.Pd., M.Pd.	

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 Students understand the methodology of classroom action research: basic concepts, characteristics, objectives and benefits of classroom action research, are able to identify and formulate problems in action research, are able to analyze in classroom action research, understand the format of classroom action research proposals, are able to provide examples of implementation of classroom action research
	PLO-PO Matrix

P.O
PO-1

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	This course is generally a substitute for a thesis, for those who are already involved and involved in the field of teaching and learning or are already teachers, and also for students who do not take the thesis route. In this lecture the methodology of classroom action research is discussed: basic concepts of action research, characteristics of action research, objectives and benefits of classroom action research, identification and formulation of problems in action research, analysis in classroom action research, format for proposals for classroom action research, examples of implementation of action research class .

References	**Main :**

1. Trianto,2011. Penelitian Tindakan Kelas.Jakarta:Prestasi Pustaka Publisher
2. Sanjaya,Wina. 2009. Penelitian Tindakan kelas. Jakarta : Kencana
3. Arikunto, Suharsimi.dkk. 2008. Penelitian Tindakan 4 Kelas. Jakarta : Bumi Aksara
4. B. Uno, dkk. 2011. Menjadi Peneliti PTK yang Profesional. Jakarta : Bumi Aksara
5. Noffke S. E., Stevenson R. B., (1995). Educational Action Research. Newyork and London: Teachers College. Columbia University.
6. Hubbard R. S., Power. B. M., (1993). The Art of Classroom Inquiry: A Handbook For Teacher-Researchers. Porstmouth, New Hampshire Heinemann

	Supporters:

Supporting lecturer	Dr. Niswatin, S.Pd., M.Pd. Dr. Hendri Prastiyono, 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 (%)

(1)	(2)	Indicator (3)	Criteria & Form (4)	Offline (*offline*) (5)	Online (*online*) (6)	(7)	(8)
1	Able to understand and have understanding and insight into Classroom Action Research. Able to understand the types of PTK	Analyzing the nature of PTK Analyzing Types of PTK	**Criteria:** description **Form of Assessment** : Participatory Activities	Lectures, information discussions / sharing 3 X 50		**Material:** Types of PTK **Library:** *Trianto, 2011. Classroom Action Research. Jakarta: Achievement Library Publisher*	5%
2	Able to understand and have understanding and insight into Classroom Action Research, able to understand learning problems	Analyzing the essence of PTK from the problems of PTK learning	**Criteria:** description **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, information discussions / sharing 3 X 50	Lectures, information discussions / sharing	**Material:** PTK learning problems **Library:** *Trianto, 2011. Classroom Action Research. Jakarta: Achievement Library Publisher*	5%
3	Students are able to understand the formulation of problems in PTK	understand the formulation of problems in PTK	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** problem formulation in PTK **Library:** *Sanjaya, Vienna. 2009. Classroom Action Research. Jakarta : Kencana*	5%
4	Students are able to understand the state of the art of PTK	able to understand the state of the art PTK	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** state of the art PTK **Pustaka:** *Sanjaya, Vienna. 2009. Classroom Action Research. Jakarta : Kencana*	5%
5	Students are able to understand the PTK Methodology	understand the PTK Methodology	**Criteria:** test understanding **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** PTK Methodology **Library:** *Arikunto, Suharsimi.dkk. 2008. 4 Class Action Research. Jakarta : Earth of Letters*	5%
6	Students are able to understand the procedures for preparing PTK proposals	understand the procedures for preparing PTK proposals	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	problem based learning 3 X 50		**Material:** procedures for preparing PTK proposals **Library:** *Arikunto, Suharsimi.dkk. 2008. 4 Class Action Research. Jakarta : Earth of Letters*	5%
7	Students are able to make PTK proposals	able to make PTK proposals	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	problem based learning 3 X 50		**Material:** PTK proposal **Library:** *B. Uno, et al. 2011. Becoming a Professional PTK Researcher. Jakarta : Earth of Letters*	5%

			Criteria / Form of Assessment			Material / Library	
8	UTS	UTS	**Criteria:** test project **Form of Assessment** : Test	UTS 3 X 50	UTS	**Material:** UTS **Library:**	10%
9	Students are able to present PTK proposals	PTK Proposal presentation skills	**Criteria:** ability test **Form of Assessment** : Practice / Performance	presentation 3 X 50		**Material:** PTK Proposal Presentation **Library:** *B. Uno, et al. 2011. Becoming a Professional CAR Researcher. Jakarta : Earth of Letters*	10%
10	Students are able to understand the PTK report format	ability to prepare PTK report formats	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** PTK report format **Library:** *B. Uno, et al. 2011. Becoming a Professional PTK Researcher. Jakarta : Earth of Letters*	5%
11	Students are able to compile PTK results and discussions	compiling PTK results and discussions	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** results and discussion of PTK **Library:** *Noffke SE, Stevenson RB, (1995). Educational Action Research. New York and London: Teachers College. Columbia University.*	5%
12	Students are able to formulate PTK conclusions and suggestions		**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50	Problem Based Learning	**Material:** conclusions and suggestions PTK **Library:** *Noffke SE, Stevenson RB, (1995). Educational Action Research. New York and London: Teachers College. Columbia University.*	5%
13	Students are able to compile a bibliography and PTK attachments	compiling a bibliography and PTK attachments	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** bibliography and appendix PTK **Library:** *Noffke SE, Stevenson RB, (1995). Educational Action Research. New York and London: Teachers College. Columbia University.*	5%

No	Sub-PO	Learning Material	Criteria & Form of Assessment	Learning Method		Learning Materials	Weight
14	Students are able to present PTK reports	Review the PTK final report	**Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** PTK Report **Library:** *Hubbard RS, Power. B.M., (1993). The Art of Classroom Inquiry: A Handbook For Teacher-Researchers. Porstmouth, New Hampshire Heinemann*	5%
15	Students are able to compose published articles from PTK Reports	compiling publication articles from PTK Reports	**Criteria:** test understanding **Form of Assessment** : Project Results Assessment / Product Assessment	Problem Based Learning 3 X 50		**Material:** published articles from the PTK **Library Report:** *Hubbard RS, Power. B.M., (1993). The Art of Classroom Inquiry: A Handbook For Teacher-Researchers. Porstmouth, New Hampshire Heinemann*	5%
16	UAS	Analyzing PTK reports	**Criteria:** test **Form of Assessment** : Test	test	test	**Material:** UAS **Literature:**	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Practice / Performance	10%
4.	Test	25%
		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.