



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Accounting Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
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Development of Learning Tools	8720903059		T=3 P=0 ECTS=4.77	6	July 18, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Rochmawati, S.Pd., M.Ak.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course Program Objectives (PO) PLO-PO Matrix <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>	P.O																																																		
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	PO Matrix at the end of each learning stage (Sub-PO) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <th rowspan="2" style="width: 5%;">P.O</th> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th style="width: 3%;">1</th> <th style="width: 3%;">2</th> <th style="width: 3%;">3</th> <th style="width: 3%;">4</th> <th style="width: 3%;">5</th> <th style="width: 3%;">6</th> <th style="width: 3%;">7</th> <th style="width: 3%;">8</th> <th style="width: 3%;">9</th> <th style="width: 3%;">10</th> <th style="width: 3%;">11</th> <th style="width: 3%;">12</th> <th style="width: 3%;">13</th> <th style="width: 3%;">14</th> <th style="width: 3%;">15</th> <th style="width: 3%;">16</th> </tr> <tr> <td style="height: 20px;"></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><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		
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Short Course Description	This course provides students with experience regarding the basic concepts of learning design and its implementation in schools which includes annual programs, semester programs, and learning tools for vocational high schools which include the development of: Learning Implementation Plans (RPP), teaching materials, learning media, participant worksheets students (LKPD), and evaluation tools based on applicable education process standards. This lecture uses direct, cooperative and problem based learning (PBL) learning models. The learning strategy used is student centered learning (SCL).
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References	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill.</li> <li>2. Arend, Richard I. and Kilcher Ann. 2010. Teaching for Student Learning, Becoming an Accomplished Teacher. New York: Taylor &amp; Francis.</li> <li>3. Asril, Zainal. 2012. Micro Teaching, Disertai dengan Pedoman Pengalaman Lapangan. Jakarta: Raja Grafindo Persada.</li> <li>3. Kementerian Pendidikan dan Kebudayaan RI. 2013. Model Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Mata Pelajaran AKUNTANSI. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama.</li> <li>4. _____. 2013. Panduan Supervisi Klinis. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama.</li> <li>5. _____. 2014. Permendikbud RI Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI.</li> <li>6. _____. 2014. Permendikbud RI Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI.</li> </ol>
	<b>Supporters:</b> 

Supporting lecturer	Drs. Joni Susilowibowo, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si.
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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	Able to study basic concepts and compare the vocational school curriculum for the Accounting Skills Program	1.1 Identifying the meaning of curriculum 1.2 Analyzing the contents of the 2006 KTSP, 2013 curriculum, competency standards and basic vocational accounting competencies 1.3 Comparing the 2006 KTSP with the 2013 curriculum for vocational school accounting 1.4 Developing basic vocational accounting competencies	<b>Criteria:</b> 1.Full marks if all questions are filled in correctly 2.Maximum value 100	Centered on students (Student centered approach) with learning methods: lectures, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%
2	Able to study basic concepts and compare the vocational school curriculum for the Accounting Skills Program	1.1 Identifying the meaning of curriculum 1.2 Analyzing the contents of the 2006 KTSP, 2013 curriculum, competency standards and basic vocational accounting competencies 1.3 Comparing the 2006 KTSP with the 2013 curriculum for vocational school accounting 1.4 Developing basic vocational accounting competencies	<b>Criteria:</b> 1.Full marks if all questions are filled in correctly 2.Maximum value 100	Centered on students (Student centered approach) with learning methods: lectures, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%
3	Able to review and design learning syllabi and their components	1. Explain the meaning of the syllabus 2. Outline the principles of the learning syllabus 3. Explains the technical development of the SMK 4 accounting subject syllabus. Designing the syllabus for vocational school accounting subjects	<b>Criteria:</b> 1.Full marks are obtained if you do all the questions correctly 2.Maximum written: 100	Centered on students (Student centered approach) with learning methods: lectures, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%
4	Able to review and determine vocational school accounting learning design models	1. Explain the meaning of learning model 2. Describe the elements of the learning model 3. Explain examples of learning models 4. Developing learning models	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: Questions and Answers, and assignments Learning model: Problem Based Learning 3 X 50			0%

5	Able to choose, determine and develop vocational school accounting learning strategies and scenarios	<p>1. Explain the meaning of learning approaches and strategies</p> <p>2. Identify elements of learning approaches and strategies</p> <p>3. Developing SMK4 accounting learning approaches and strategies. Explain the meaning of learning scenarios</p> <p>5. Describe the elements of learning scenarios for learning activities</p> <p>6. Identify the elements of teaching and learning activities</p> <p>7. Developing vocational school accounting learning scenarios</p>	<p><b>Criteria:</b></p> <p>1. Full marks are obtained if you do all the questions correctly</p> <p>2. Written maximum 100%</p>	<p>Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments</p> <p>Learning model: Problem Based Learning</p> <p>3 X 50</p>			0%
6	Able to select, determine and develop vocational accounting learning materials	<p>Explaining the meaning of vocational school accounting teaching materials. Outlining the characteristics of vocational school accounting learning materials. Developing vocational school accounting teaching materials.</p>	<p><b>Criteria:</b></p> <p>1. Full marks are obtained if you do all the questions correctly</p> <p>2. Written maximum 100%</p>	<p>Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments</p> <p>Learning model: Problem Based Learning</p> <p>3 X 50</p>			0%
7	Able to select, determine and develop vocational school accounting learning media	<p>1. Explain the meaning of learning media</p> <p>2. Describe the benefits of accounting learning media</p> <p>3. Explain the various types of SMK4 accounting learning media. Give an example of SMK5 accounting learning media. Developing vocational accounting learning media</p>	<p><b>Criteria:</b></p> <p>Full marks are obtained if you do all the questions correctly</p>	<p>Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments</p> <p>Learning model: Problem Based Learning</p> <p>3 X 50</p>			0%
8	UTS		<p><b>Criteria:</b></p> <p>Full marks are obtained if you do all the questions correctly</p>	3 X 50			0%

9	Able to select, determine and develop vocational school accounting learning evaluation tools	1. Explain the meaning of the SMK2 accounting evaluation tool. Describes the types and forms of SMK3 accounting evaluation tools. Developing vocational school accounting evaluation tools	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly	Student centered approach (Student centered approach) with learning methods: questions and answers and assignments Learning model: Project Based Learning 3 X 50			0%
10	Able to prepare and develop semester programs (Promes) for vocational school accounting learning	. Explain the vocational school accounting semester program plan. Describe the elements of the Vocational School accounting Semester Program. Prepare and develop a vocational accounting semester program	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly	Student centered approach with learning methods: lectures, questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%
11	Able to prepare and develop semester programs (Promes) for vocational school accounting learning	1. Explain the SMK2 accounting semester program plan. Describe the elements of the SMK3 accounting semester program. Prepare and develop a vocational accounting semester program	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly	Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%
12	Able to prepare and develop a Learning Implementation Plan (RPP) for vocational school accounting learning	1. Explain the implementation plan for SMK2 accounting learning. Describe the elements of the SMK3 accounting RPP. Develop vocational accounting RPP	<b>Criteria:</b> Full marks are obtained if you complete all assignments correctly	Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%

13	Able to prepare and develop a Learning Implementation Plan (RPP) for vocational school accounting learning	1. Explain the implementation plan for SMK2 accounting learning. Describe the elements of the SMK3 accounting RPP. Develop vocational accounting RPP	<b>Criteria:</b> Full marks are obtained if you complete all assignments correctly	Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%
14	Able to prepare and develop a Learning Implementation Plan (RPP) for vocational school accounting learning	1. Explain the implementation plan for SMK2 accounting learning. Describe the elements of the SMK3 accounting RPP. Develop vocational accounting RPP	<b>Criteria:</b> Full marks are obtained if you complete all assignments correctly	Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%
15	Able to prepare and develop a Learning Implementation Plan (RPP) for vocational school accounting learning	1. Explain the implementation plan for SMK2 accounting learning. Describe the elements of the SMK3 accounting RPP. Develop vocational accounting RPP	<b>Criteria:</b> Full marks are obtained if you complete all assignments correctly	Student centered approach (Student centered approach) with learning methods: questions and answers, discussions and assignments Learning model: Project Based Learning 3 X 50			0%
16	UAS		<b>Criteria:</b> Full marks if you do all the questions correctly	3 X 50			0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.