



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																																
Review the Vocational/Senior High School Accounting Curriculum	8720903090		T=3 P=0 ECTS=4.77	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Rochmawati, S.Pd., M.Ak.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 30px; height: 20px;">P.O</td></tr> </table>				P.O																															
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Short Course Description	This course examines the meaning of curriculum, development of the school curriculum, curriculum analysis which includes task and material analysis, formulation of objectives and indicators of achievement, essential concepts and learning, misconceptions and overcoming strategies using ICT. Lectures are carried out using a system of case study analysis (curriculum, learning, and misconceptions), presentations and discussions, project assignments, and reflection.																																				
	<table border="1" style="width: 100%;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Yee, Lee Peng.2006. Teaching Secondary School Mathematics a Resource Book.McGraw-Hill. 2. Goos,M.,Stillman,G.,Vale,C. 2007. Teaching Secondary School Mathematics Research and 3. Savedra, Anna Rosefsky and Opfer, DarlemV. 2012. Teaching and Learning21stCentury Skills, Lesson from The Learning Sciences. Hongkong: Asia Society, Partnership for Global Learning.																																				
	Supporters:																																				
Supporting lecturer	Drs. Joni Susilowibowo, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si. Han Tantri Hardini, 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	Able to examine the curriculum and the scope of the curriculum	1.1 Examining the meaning of curriculum 1.2 Examining the scope of the curriculum	Criteria: Full marks are obtained if the answer is correct	Approach: Student centered approach. Learning method: Lecture, questions and answers, and assignments. Learning model: Problem Based Learning 6 X 50		0%
2						0%
3	Able to review the development of the school curriculum	Examining the development of the school curriculum	Criteria: Full marks are obtained if the answer is correct	Approach: Student centered approach. Learning method: discussion, question and answer, and assignment. Learning model: Problem Based Learning 6 X 50		0%
4						0%
5	Able to analyze the curriculum	5.1 Analyzing the curriculum 5.2 Able to analyze the 2006, 2013 curriculum and the national curriculum	Criteria: Full marks are obtained if you do all the questions correctly	Approach: Student centered approach. Learning method: discussion, question and answer, and assignment. Learning model: Problem Based Learning Learning strategy: 9 X 50		0%
6						0%
7						0%
8	UTS	null	Criteria: Full marks if all questions are answered correctly. Maximum score: 100	null 3 X 50		0%
9	Able to formulate curriculum objectives and indicators of achievement	9.1 Formulate objectives and indicators of curriculum achievement	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based Learning 6 X 50		0%

10						0%
11	Able to examine essential concepts and their learning	1. Explain essential concepts and learning 2. Identify essential concepts in learning 3. Distinguish between basic concepts and essential concepts in accounting subject matter 4. Analyze essential concepts in learning	Criteria: 1. Full marks are obtained if you do all the questions correctly 2. Written value: maximum 100 minimum 0 (if not working)	Approach: Student-centered approach Method: Lecture Discussion, question and answer assignment Learning Strategy: Discovery Learning and Group Learning 6 X 50		0%
12						0%
13	Able to examine misconceptions and overcoming strategies by utilizing ICT.	Examining misconceptions and overcoming strategies by utilizing ICT.	Criteria: Full marks are obtained if you do all the questions correctly	Approach: Student Centered Method: Question and Answer Discussion and Assignment Model: Problem Based Learning Learning Strategy: Learning and Discovery Learning group 9 X 50		0%
14						0%
15						0%
16	UAS		Criteria: 1. Full marks if all questions are done correctly 2. Maximum value 100 minimum 0 (if not done)	2 X 45		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.