



**Universitas Negeri Surabaya**  
**Faculty of Mathematics and Natural Sciences**  
**Biology Education 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>																																																	
Basics of Education	8420502279	Compulsory Curriculum Subjects - Institutional	T=2 P=0 ECTS=3.18	1	August 21, 2023																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																	
	.....		Dr. Raharjo, M.Si.		Dr. Rinie Pratiwi Puspitawati, M.Si.																																																	
<b>Learning model</b>	Case Studies																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																					
	<b>PLO-9</b>	Able to design, implement and evaluate biology learning by utilizing ICT																																																				
	<b>PLO-13</b>	Able to demonstrate pedagogical knowledge about designing, implementing and evaluating biology learning																																																				
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	Students are able to design and develop teaching materials for both learning and their thesis																																																				
	<b>PLO-PO Matrix</b>																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 15%;">P.O</td> <td style="width: 15%;">PLO-9</td> <td style="width: 15%;">PLO-13</td> <td colspan="2"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>				P.O	PLO-9	PLO-13			PO-1																																											
	P.O	PLO-9	PLO-13																																																			
	PO-1																																																					
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> <tr> <td>PO-1</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	PO-1																
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PO-1																																																						
<b>Short Course Description</b>	Study of the nature of MIPA, New Learning Paradigm, curriculum, learning media and resources, Learning Tools (Syllabus and Learning Implementation Plan), Educational Objectives and Taxonomy of Learning Outcomes, and Characteristics of professional teachers. This course is presented in theoretical form.																																																					
<b>References</b>	<b>Main :</b>																																																					
	<b>Supporters:</b>																																																					
	1. Bates, A. W., & Sangrà, A. (2011). Managing technology in higher education: Strategies for transforming teaching and learning. John Wiley & Sons.																																																					
<b>Supporting lecturer</b>	Dr. Raharjo, M.Si. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Sifak Indana, M.Pd. Dr. Ulfi Faizah, S.Pd., M.Si. Ahmad Bashri, S.Pd., M.Si.																																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																															

1	1. Define the nature of MIPA 2. Explain the concept of science as a product, process and attitude	-	<b>Criteria:</b> • Written test • Essay test  <b>Form of Assessment :</b> Participatory Activities	<input type="checkbox"/> Listen to the explanation of the Lecture Contract and RPS <input type="checkbox"/> Guide the RPS as a study guide. 2 x 50 minutes	- -		0%
2	Know the types and roles of teaching materials	1. Determine the types of teaching materials. 2. Determine the role of teaching materials in learning	<b>Form of Assessment :</b> Participatory Activities	<input type="checkbox"/> Listen to explanations of the material, collect and organize existing information to describe knowledge  <input type="checkbox"/> Discuss and conclude problems/assignments given by the lecturer in groups 2 x 50 minutes	- -	<b>Material:</b> Types and Role of teaching materials <b>References:</b> <i>Smaldino, SE, Lowther, DL, &amp; Russell, JD (2019). Instructional technology and media for learning. Pearson.</i>	0%
3	1. Know the factors considered in developing teaching materials 2. Know the procedures that must be followed in developing teaching materials		<b>Criteria:</b> • Written test • Essay test  <b>Form of Assessment :</b> Participatory Activities, Tests	Collect and organize existing information to describe knowledge <input type="checkbox"/> Discuss and conclude problems/assignments given by the lecturer in groups 2 X 50 minutes	- -	<b>Material:</b> Factors and procedures for developing teaching materials <b>References:</b> <i>Tian Balawati, Ph.D., et al. 2003. Development of Teaching Materials. Open University Publishing Center</i>  <b>Material:</b> Factors and procedures for developing teaching materials <b>References:</b> <i>Tian Balawati, Ph.D., et al. 2003. Development of Teaching Materials. Open University Publishing Center</i>	10%
4	Understanding the new paradigm of learning	1. Identify the reasons why the learning paradigm must be changed 2. Determining learning characteristics based on the SPICES model	<b>Criteria:</b> -  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		Collect and organize existing information to describe knowledge <input type="checkbox"/> Discuss and conclude problems/assignments given by the lecturer in groups 2 x 50 minutes		5%
5	Understand the nature and concept of curriculum		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
6	Understand the nature and concept of curriculum		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%

7	Understand media and learning sources		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
8	MIDTERM EXAM	MIDTERM EXAM	<b>Criteria:</b> MIDTERM EXAM <b>Form of Assessment :</b> Participatory Activities	MIDDLE SEMESTER EXAMINATION MID SEMESTER EXAMINATION	MIDDLE SEMESTER EXAMINATION MID SEMESTER EXAMINATION	<b>Material:</b> MEETING MATERIALS 1 SD 7 <b>Library:</b>	10%
9	Understand media and learning sources		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
10	Understanding Educational Goals and Taxonomies of Learning Outcomes		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
11	Understand the concept of learning tools, especially the Syllabus and RPP		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
12	Understand the concept of learning tools, especially the Syllabus and RPP		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				5%
13	Understand the characteristics of professional teachers		<b>Form of Assessment :</b> Participatory Activities				10%
14	Understand the importance of science in teaching comprehensive learning outcomes, especially attitudes		<b>Form of Assessment :</b> Participatory Activities				10%
15	Understanding attitude learning through meaning		<b>Form of Assessment :</b> Participatory Activities				0%
16	FINAL EXAMS	FINAL EXAMS	<b>Criteria:</b> FINAL EXAMS <b>Form of Assessment :</b> Participatory Activities	FINAL SEMESTER EXAMINATION FINAL SEMESTER EXAMINATION	FINAL SEMESTER EXAMINATION FINAL SEMESTER EXAMINATION	<b>Material:</b> Material that has been received from P 1 to P 15 <b>Library:</b>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	37.5%
3.	Test	5%
		90%

#### 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.