



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Biology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																	
Biology Education Problems and Innovations	8420502207		T=2 P=0 ECTS=3.18	6	July 17, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																	
		Dr. Rinie Pratiwi Puspitawati, M.Si.																																																	
Learning model	Project Based Learning																																																					
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: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																															
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td></tr> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					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
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Short Course Description	This course examines innovation which includes: understanding, characteristics and dissemination of innovation; various problems that arise in education in general and biology education in particular and try to design solutions by developing innovative designs. This learning is presented in theory and assignments.																																																					
References	Main :																																																					
	1. Artikel-artikel jurnal. 5-7 tahun terakhir. Jurnal tentang pengelolaan pendidikan dan pembelajaran. Jurnal nasional dan atau internasional																																																					
	Supporters:																																																					
Supporting lecturer	Dr. Nur Kuswanti, M.Sc.St. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Sifak Indana, M.Pd. Ahmad Bashri, S.Pd., M.Si.																																																					
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	<p>Understand and communicate the management of education in schools based on the demands of current conditions and the applicable curriculum.</p> <p>Understand and communicate the management of biology learning based on the demands of current conditions and the applicable curriculum. Have a responsible, independent and honest attitude towards performance in plant morphogenesis</p>	<ol style="list-style-type: none"> 1.Explains the management of education in schools based on the applicable curriculum. 2.Explains the management of biology learning in schools based on the applicable curriculum. 3. Communicate the superiority of educational management as a result of critical study of a case. 4. Communicate the advantages of biology learning management as a result of critical study of a case. 5.Be present on time according to the lecture schedule 6.Collect assignments on time 7.Actively express opinions during discussions and presentations 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment is based on benchmarks (PAP). The assessment components consist of sub-summative, assignment, summative and participation scores. 2.Participation assessment is an assessment of attitudes. 3.Performance assessment in the form of presentation performance is carried out integrated during learning as an assignment grade 	<p>Critical study and discussion of education management in schools. Critical study and discussion of biology learning management. Study of "best practice" education management in schools based on the applicable curriculum. Review of articles on biology learning management 2 X 50</p>			0%
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2	<p>Understand and communicate the management of education in schools based on the demands of current conditions and the applicable curriculum.</p> <p>Understand and communicate the management of biology learning based on the demands of current conditions and the applicable curriculum. Have a responsible, independent and honest attitude towards performance in plant morphogenesis</p>	<ol style="list-style-type: none"> 1.Explains the management of education in schools based on the applicable curriculum. 2.Explains the management of biology learning in schools based on the applicable curriculum. 3. Communicate the superiority of educational management as a result of critical study of a case. 4. Communicate the advantages of biology learning management as a result of critical study of a case. 5.Be present on time according to the lecture schedule 6.Collect assignments on time 7.Actively express opinions during discussions and presentations 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment is based on benchmarks (PAP). The assessment components consist of sub-summative, assignment, summative and participation scores. 2.Participation assessment is an assessment of attitudes. 3.Performance assessment in the form of presentation performance is carried out integrated during learning as an assignment grade 	<p>Critical study and discussion of education management in schools. Critical study and discussion of biology learning management. Study of "best practice" education management in schools based on the applicable curriculum. Review of articles on biology learning management 2 X 50</p>		0%
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4	<p>Communicate problems in the management of biology education and learning. Communicate innovative ideas related to solving problems in the management of biology education and learning. Have a responsible, independent and honest attitude towards performance in plant morphogenesis</p>	<ol style="list-style-type: none"> 1.Explain the problems that have been identified from the conditions of management of biology education and learning. 2.Explain innovative ideas that have been successfully formulated to solve problems in the management of biology education and learning. 3. Communicate problems that have been identified from a condition of management of biology education and learning. 4. Communicate innovative ideas that have been successfully formulated to solve problems in the management of biology education and learning. 5.Be present on time according to the lecture schedule 6.Collect assignments on time 7.Actively express opinions during discussions and presentations 	<p>Criteria: Assessment is based on benchmarks (PAP). The assessment components consist of sub-summative, assignment, summative and participation grades. Participation assessment is an assessment of attitude. Performance assessment in the form of presentation performance is carried out integrated during learning as an assignment grade.</p>	<p>Critical study and discussion of education management in schools. Critical study and discussion of biology learning management. Study of "best practice" education management in schools based on the applicable curriculum. Review of articles on biology learning management. 2 X 50</p>			0%
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8	Meetings 1-7	Indicators at meetings 1-7	Criteria: 1. Assessment is based on benchmarks (PAP). The assessment components consist of sub-summative, task, summative and participation scores. Participation assessment is an assessment of attitudes. 2. Performance assessment in the form of presentation performance is carried out integrated during learning as an assignment grade	Test 2 X 50			0%
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16							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.