

## Universitas Negeri Surabaya Faculty of Engineering, Building Engineering Education Undergraduate Study Program

Document Code

## SEMESTER LEARNING PLAN

Courses				CODE			mily	Crock		aht	SEMESTER	Compilation
Courses				CODE		Course Fa	anny	Crea	lit Wei	grit	JEWIESTER	Date
Introduct (PLP)	ion t	o the School F	ield	8320504260				Т=0	P=4	ECTS=6.36	7	July 18, 2024
AUTHOR	IZAT	ION		SP Develope	r		Course Cluster Coordinator			coordinator	Study Program Coordinator	
											Prawira Ad	gus Yudha istana, S.T., .T.
Learning model		Project Based	Learni	ng								
Program		PLO study pr	ogram	that is charg	jed to the co	urse						
Learning		Program Obj	ectives	6 (PO)								
(PLO)		PLO-PO Matr	ix									
			P.O									
		PO Matrix at the end of each learning stage (Sub-PO)										
					0 0 0							
			P.	0				Week	(			
				1 2	3 4 5	6 7	8	9	10	11 12	13 14	15 16
Short Course Descript	ion	Compulsory co learning outcon tools, and guid supervisors and	nes thro led tea	ough observing ching and lear	the learning p ning, and acc	process in s	chools/	educa	tional	institutions, tr	aining in deve	loping learning
Reference	ces	Main :										
		<ol> <li>Direktorat Pembelajaran Ditjen Pembelajaran dan Kemahasiswaan. 2017. Panduan Program Pengenalan Lap Persekolahan Program Sarjana Pendidikan . Jakarta.</li> <li>Kementerian Riset Teknologi dan Pendidikan Tinggi. 2017. Permenristekdikti-Nomor-55-Tahun-2017. Jakarta.</li> </ol>										
		Supporters:										
				L								
Supporti lecturer	ing	Drs. Andang W Dr. Gde Agus Y			a, S.T., M.T.							
Week- eac		al abilities of ch learning ge		Evaluation			Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References	Assessment Weight (%)		
		Ď-РО)	lı	ndicator	Criteria & Fo		ine( ine)	0	nline	( online )	]	
(1)		(2)		(3)	(4)	(	5)		(	6)	(7)	(8)

	1 IN					00/
1	have personality stability as a	1.able to	observation			0%
	Stability as a	examine the	and guided			
	prospective teacher,	curriculum and	practice			
	counselor,	learning tools	4 X 50			
	facilitator, as well	used by				
	facilitator, as well as various	teachers				
	learning	2.able to				
	experiences that					
	enable	examine the				
	continuous	learning				
	professional	strategies				
	development	used by				
		teachers				
		3.able to				
		examine the				
		evaluation				
		system used				
		by teachers				
		4 able to assist				
		teachers in				
		developing				
		lesson plans,				
		learning				
		media,				
		teaching				
		materials and				
		evaluation				
		tools				
		5.able to				
		examine the				
		use of				
		information				
		and				
		communication				
		technology in				
		learning				
		6.able to carry				
		out student				
		mentoring				
		tasks and				
		extracurricular				
		activities				
		7.able to assist				
		teachers in				
		carrying out				
		teacher				
		administration				
		work tasks				
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	1 m.		1				
2	have personality stability as a	1.able to	Į	observation			0%
	nrospective	examine the	Į	and guided			
	prospective teacher,	curriculum and	Į	practice			
	counselor,	learning tools	Į	4 X 50			
	facilitator, as well	used by	Į				
	as various	teachers	Į				
	learning	2.able to	Į				
	experiences that enable	examine the	Į				
	continuous	learning	Į				
	professional		Į				
	development	strategies	Į				
	·	used by	Į				
		teachers	Į				
		3.able to	Į				
		examine the	Į				
		evaluation	Į				
		system used	ļ			l i	
		by teachers	Į			l i	
		4.able to assist	ļ				
		teachers in	ļ				
		developing	ļ			l i	
		lesson plans,	ļ			l i	
		learning	Į			l i	
		media,	ļ			l i	
		teaching	ļ				
		materials and	ļ				
		evaluation	ļ				
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		tools	ļ				
		5.able to	ļ			l i	
		examine the	ļ				
		use of	ļ			l i	
		information	ļ			l i	
		and	Į			l i	
		communication	ļ				
		technology in	ļ			l i	
		learning	Į			l i	
		6.able to carry	ļ			l i	
		out student	ļ				
		mentoring	ļ				
		tasks and	ļ				
		extracurricular	ļ			l i	
		activities	ļ				
		7.able to assist	ļ			l i	
		teachers in	Į			l i	
			Į			l i	
		carrying out	ļ				
		teacher	ļ			l i	
		administration	ļ				
		work tasks	ļ				
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3	have personality	1	observation		0%
5	stability as a	1.able to	and guided		0%0
	prospective teacher,	examine the	practice		
	teacher,	curriculum and	4 X 50		
	counselor,	learning tools	47.50		
	facilitator, as well	used by			
	as various learning	teachers			
	experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
		evaluation			
		tools			
		5.able to			
		examine the			
		use of			
		information			
		and			
		communication			
		technology in			
		learning			
		<ol><li>6.able to carry</li></ol>			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			

	1 10.				
4	have personality stability as a	1.able to	observation		0%
	stability as a	examine the	and guided		
	prospective teacher,	curriculum and	practice		
	counselor,	learning tools	4 X 50		
	facilitator, as well	used by			
	as various	teachers			
	learning	2.able to			
	experiences that enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
		evaluation			
		tools			
		5.able to			
		examine the			
		use of			
		information			
		and			
		communication			
		technology in			
		learning			
		6.able to carry			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			
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5	have personality	1	abaamiatian		0%
э	have personality stability as a	1.able to	observation and guided		0%
	prospective	examine the	practice		
	prospective teacher,	curriculum and	4 X 50		
	counselor,	learning tools	4 \ 50		
	facilitator, as well	used by			
	as various	teachers			
	learning	2.able to			
	experiences that enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
		evaluation			
		tools			
		5.able to			
		examine the			
		use of			
		information			
		and			
		communication			
		technology in			
		learning			
		6.able to carry			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			
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	1 m. 1		-		1	[]	0.5
6	have personality	1.able to	l	observation		l l	0%
	stability as a	examine the	I	and guided	Į –	l l	I
	prospective teacher,	curriculum and	l	practice		l l	
	counselor.	learning tools	l	4 X 50			
	facilitator, as well	used by	l			l l	
	as various	teachers	l				
	learning	2.able to	l				
	experiences that enable	examine the	l				
	continuous	learning	l			l l	
	professional	strategies	l			l l	
	development	used by	l				
		teachers	l			l l	
		3.able to	l				
		examine the	l			l l	
		evaluation	l			l l	
		system used	I				
		by teachers	I			l l	
		4.able to assist	I			l l	
		teachers in	l			l l	
			l				
		developing	l			l l	
		lesson plans,	I				
		learning	I			l l	
		media,	l			l l	
		teaching	l				
		materials and	I				
		evaluation	l				
		tools	I				
		5.able to	I			l l	
		examine the	I				
		use of	I			l l	
		information	l			l l	
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		communication	I				
		technology in	I				
		learning	I			l l	
		6.able to carry	I				l
		out student	I				l
		mentoring	I			l l	1
		tasks and	I				
		extracurricular	I			l l	
		activities	I				
1		7.able to assist	I				
1		teachers in	I			l l	
1		carrying out	I			l l	
1		teacher	I				
		administration	I			l l	
		work tasks	I				
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	1 10.				
7	have personality	1.able to	observation		0%
	stability as a	examine the	and guided		
	prospective teacher,	curriculum and	practice		
	counselor,	learning tools	4 X 50		
	facilitator, as well	used by			
	as various	teachers			
	learning	2.able to			
	experiences that				
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		<ol><li>A.able to assist</li></ol>			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
		evaluation			
		tools			
		5.able to			
		examine the			
		use of			
		information			
		and			
		communication			
		technology in			
		learning			
		6.able to carry			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			

stability as a prospective courselor, as well used by teacher, courselor, as well used by teachers. Courselor, as well used by teachers 2. Continuous professional development used by teachers 3. able to examine the evaluation system used by teachers 4. Able to assist teachers in developing lesson plans, learning materials and evaluation tools 5. able to examine the use of information and developing lesson plans, learning materials and evaluation technology in learning teaching materials and evaluation tools 5. able to examine the use of information and evaluation technology in learning teaching and evaluation technology in learning teachers 7. Able to assist teachers in carrying out teacher s	8	have naraanality	4			0%
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counselor, facilitator, as well as various learning experiences that enable continuous professional development       used by teachers         2.able to examine the learning professional development       learning strategies used by teachers         3.able to examine the evaluation system used by teachers in developing leason plans, learning media, teaching materials and evaluation tools         5.able to examine the use of information and communication technology in leasning media, teaching materials and evaluation tools         5.able to examine the use of information and communication technology in learning tasks and exitutes 7.able to assist teachers in carrying out teacher in		prospective				
counselor, facilitator, as well as various learning experiences that enable continuous professional development       used by teachers         2.able to examine the learning professional development       earning strategies used by teachers         3.able to examine the evaluation system used by teachers       strategies used by teachers         4.able to assist teachers in developing leason plans, learning media, teaching materials and evaluation tools       strategies sused by teachers         5.able to examine the use of information and communication technology in learning       strategies sused by teachers         6.able to carry out student metring tasks and extructicular activities       strategies tasks and extructicular activities		teacher,				
as various learning experiences that enable continuous professional development		counselor,		4 X 50		
learning experiences that enable continuous professional development		facilitator, as well	used by			
experiences that enable continuous professional development		as various				
continuous professional development       learning strategies used by teachers         3.able to examine the evaluation system used by teachers         4.able to assist teachers in developing lesson plans, learning materials and evaluation tools         5.able to examine the use of information and communication teachnoly in learning         6.able to carry out student mentoring tasks and extracurricular activities         7.able to assist teachers in carrying out teacher		experiences that	2.able to			
continuous professional development       learning strategies used by teachers         3.able to examine the evaluation system used by teachers         4.able to assist teachers in developing lesson plans, learning materials and evaluation tools         5.able to examine the use of information and communication teachnoly in learning         6.able to carry out student mentoring tasks and extracurricular activities         7.able to assist teachers in carrying out teacher		enable	examine the			
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3.able to         examine the         evaluation         system used         by teachers         4.able to assist         teachers in         developing         lesson plans,         learning         media,         teaching         materials and         evaluation         tools         5.able to         examine the         use of         information         and         communication         teaching         developing         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher						
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media,       teaching         materials and       evaluation         evaluation       tools         5.able to       examine the         use of       information         and       communication         technology in       learning         6.able to carry       out student         mentoring       tasks and         extracurricular       activities         7.able to assist       teachers in         carrying out       teacher						
teaching         materials and         evaluation         tools         5.able to         examine the         use of         information         and         communication         technology in         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher						
materials and       evaluation         tools       5.able to         examine the       use of         information       and         communication       technology in         learning       6.able to carry         out student       mentoring         tasks and       extracurricular         activities       7.able to assist         teachers in       carrying out         teacher       0						
evaluation         tools         5.able to         examine the         use of         information         and         communication         technology in         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher						
tools         5.able to         examine the         use of         information         and         communication         technology in         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher			materials and			
5.able to         examine the         use of         information         and         communication         technology in         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher			evaluation			
examine the use of information and communication technology in learning 6.able to carry out student mentoring tasks and extracurricular activities 7.able to assist teachers in carrying out teacher			tools			
use of       information         and       communication         technology in       learning         learning       6.able to carry         out student       mentoring         tasks and       extracurricular         activities       7.able to assist         teachers in       carrying out         teacher       index			5.able to			
information and communication technology in learning 6.able to carry out student mentoring tasks and extracurricular activities 7.able to assist teachers in carrying out teacher			examine the			
and         communication         technology in         learning         6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher			use of			
communication technology in learning 6.able to carry out student mentoring tasks and extracurricular activities 7.able to assist teachers in carrying out teacher			information			
technology in learning       learning         6.able to carry out student mentoring tasks and extracurricular activities       learning         7.able to assist teachers in carrying out teacher       learning			and			
technology in learning       learning         6.able to carry out student mentoring tasks and extracurricular activities       learning         7.able to assist teachers in carrying out teacher       learning			communication			
learning 6.able to carry out student mentoring tasks and extracurricular activities 7.able to assist teachers in carrying out teacher						
6.able to carry         out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher						
out student         mentoring         tasks and         extracurricular         activities         7.able to assist         teachers in         carrying out         teacher						
mentoring       tasks and       extracurricular       activities       7.able to assist       teachers in       carrying out       teacher						
tasks and extracurricular activities 7.able to assist teachers in carrying out teacher						
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activities 7.able to assist teachers in carrying out teacher						
7.able to assist teachers in carrying out teacher						
teachers in carrying out teacher						
carrying out teacher						
teacher						
			administration			
work tasks			work tasks	 		

9	hovo poroopolity	1	observation		0%
9	have personality stability as a	1.able to	and guided		0%
	prospective	examine the	practice		
	teacher,	curriculum and	4 X 50		
	counselor,	learning tools	4 / 30		
	facilitator, as well as various	used by			
	learning	teachers			
	experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
		evaluation			
		tools			
		5.able to			
		examine the			
		use of			
		information			
		and			
		communication			
		technology in			
		learning			
		<ol><li>able to carry</li></ol>			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			
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10	have personality	1	oboomistic		00/
10	have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	<ul> <li>1.able to examine the curriculum and learning tools used by teachers</li> <li>2.able to examine the learning strategies used by teachers</li> <li>3.able to examine the evaluation system used by teachers</li> <li>4.able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools</li> <li>5.able to examine the use of information and communication technology in learning</li> <li>6.able to carry out student mentoring tasks and extracurricular activities</li> <li>7.able to assist teachers in carrying out teacher administration work tasks</li> </ul>	observation and guided practice 4 X 50		0%
11	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
12	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%

13	personality stability as a prospective teacher, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
14	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
15	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
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.
- 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.
- 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.