

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

Document Code

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Courses	rrses CODE Course Family Credit Weight SEMESTE					SEMESTER	Compilation Date					
INTRODU FIELD	JCTIC	ON TO THE SCI	HOOL	8721104103				T=4	P=0	ECTS=6.36	7	July 19, 2024
AUTHOR	ORIZATION			SP Develope	r		Cours	se Clu	ster C	Coordinator	Study Progr Coordinator	
										rwanto, S.Pd., SM.		
Learning model		Project Based	Learni	ng								
Program Learning		PLO study pr	ogram	that is char	ged to the co	urse						
Outcome		Program Obj	ectives	s (PO)								
(PLO)		PLO-PO Matrix										
P.O												
	PO Matrix at the end of each learning stage (Sub-PO)											
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			P.	P.O		1 1	Week					
				1 2	3 4 5	6	7 8	9	10	11 12	13 14	15 16
Short Course Descript	tion	learning outcome tools, and guid	ompulsory course for undergraduate level education students which contains assignments for students to arning outcomes through observing the learning process in schools/educational institutions, training in develop ols, and guided teaching and learning, and accompanied by reflective actions under the guidance and suppervisors and lecturers. tutors in stages.					loping learning				
Reference	ces	Main :										
		 Direktorat Pembelajaran Ditjen Pembelajaran dan Kemahasiswaan. 2017. Panduan Program Persekolahan Program Sarjana Pendidikan . Jakarta. Kementerian Riset Teknologi dan Pendidikan Tinggi. 2017. Permenristekdikti-Nomor-55-Tahu 										
		Supporters:										
Supporti lecturer												
Week-	eac stag	nal abilities of ach learning age		Evaluation		orm (Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials [References	Assessment Weight (%)	
(Sı		Sub-PO)		Indicator Criteria & Form			Offline (Online (online)			(Simile)	1	

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13	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%
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

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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.
- 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.
- Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.