



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Development of Learning Tools	8721103049		T=3	P=0	ECTS=4.77	7	July 19, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Tri Sudarwanto, S.Pd., MSM.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
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Short Course Description	This course provides students with experience regarding school-based management. clinical supervision and facilitation in developing learning tools as a means of preparing students to manage learning at school for Learning Management Program courses in accordance with applicable National Education Standards. Students are required to produce products in the form of Learning Tools. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching. Lectures are carried out using a system of case study analysis, presentations and discussions, and reflections																																						
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References	Main :																																						
	<ol style="list-style-type: none"> 1. Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill. 2. Arend, Richard I. and Kilcher Ann. 2010. Teaching for Student Learning, Becoming an Accomplished Teacher. New York: Taylor & Francis. 3. Asril, Zainal. 2012. Micro Teaching, Disertai dengan Pedoman Pengalaman Lapangan. Jakarta: RajaGrafindo Persada. 4. Kementerian Pendidikan dan Kebudayaan RI. 2013. Model Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Mata Pelajaran TATA NIAGA ATAU MANAJEMEN BISNIS. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama. 5. _____. 2013. Panduan Supervisi Klinis. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama. 6. _____. 2014. Permendikbud RI Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI. 7. _____. 2014. Permendikbud RI Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI. 																																						
Supporting lecturer	Supporters:																																						
	Drs. Saino, M.Pd. Dr. Harti, M.Si. Dr. Raya Sulistyowati, S.Pd., M.Pd. Veni Rafida, 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 analyze learning planning concepts: Annual Program (ProtA)	1.1 Explain the meaning of the concept of learning planning. 1.2 Know the steps and benefits of learning planning. 1.3 Know the characteristics of learning planning. 1.4 Explain the types of annual program learning planning 1.5 Be able to prepare and develop an annual program (ProtA) for vocational school commerce learning	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 3 X 50			0%
2	Able to analyze the concept of learning planning: Semester Program (Promes) for vocational school commerce learning	2.1 Explain the scope of the semester program (promes) for the vocational school level 2.2 Prepare the semester program (promes) for the vocational school level	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 3 X 50			0%
3	Able to identify basic teaching skills	3.1 Explain the meaning of basic teaching skills 3.2 Identify the reasons why teachers need to be able to know basic teaching skills 3.3 Explain the types of basic teaching skills 3.4 Give examples of basic teaching skills in the classroom	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 3 X 50			0%

4	Able to conduct curriculum analysis reviews and teaching materials in learning Commerce at Vocational Schools	4.1 Explaining the curriculum that applies at Vocational Schools 4.2 Explaining the teaching materials at Vocational Schools 4.3 Reviewing the curriculum and teaching materials that apply at Vocational Schools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
5	Able to review learning media analysis and the assessment system for Commerce lessons in vocational schools	5.1 Explain the learning media that apply in SMK 5.2 Explain the assessment system that applies in SMK 5.3 Review the learning media and assessment system that apply in SMK	Criteria: Full marks are obtained if you do all the questions correctly	Student centered approach (Student centered approach) with learning methods: discussion, question and answer, and assignment Learning model: Problem based learning 3 X 50			0%
6	Able to identify learning device designs	6.1 Explain the meaning of learning device design 6.2 Mention the types of learning device design 6.3 Give examples of learning device designs that are appropriate to the vocational school level	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
7	Able to carry out workshops on learning tools for class X SMK Commerce	7.1 Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
8	Midterm exam			3 X 50			0%

9	Able to carry out workshops on learning tools for class X SMK Commerce	9.1 Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
10	Able to carry out learning tools workshops for class XI SMK Commerce	10.1 Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
11	Able to carry out learning tools workshops for class XI SMK Commerce	11.1 Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
12	Able to carry out learning tools workshops for class XII SMK Commerce	Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%

13	Able to carry out learning tools workshops for class XII SMK Commerce	Develop learning tools	Criteria: Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
14	Able to apply learning tool workshop results reports	Report on the results of the learning tools workshop	Criteria: Full marks are obtained if you work on and present the report correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
15	Able to apply learning tool workshop results reports	Report on the results of the learning tools workshop	Criteria: Full marks are obtained if you work on and present the report correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50		0%
16	Final exams			3 X 50		0%

Evaluation Percentage Recap: Project Based Learning

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.

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.