SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Education		8420402319	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	1	July 1, 2022
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dian Novita, ST., M.Pd.		Prof. Dr. Suyono, M.Pd.			Prof. Dr. Utiya Azizah, M.Pd.	

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-7	Applying logical, critical, systematic and innovative thinking in the context of the development or implementation of science, technology and art that pays attention to and applies humanities values appropriate to the field of chemistry education in solving problems (CPL 5)
	PLO-12	Able to demonstrate chemical pedagogical knowledge about designing, implementing and evaluating chemistry learning (CPL 2)
	Program Objectives (PO)	
	PO - 1	To equip prospective teachers and/or in-service teachers about the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both in schools and out of school.
	PLO-PO Matrix	

P.O	PLO-7	PLO-12
PO-1		

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
PO-1																

Short Course Description	The Basic Education Course is a course that examines the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both at school and outside school. . This course is an introductory course on education for new students of education study programs. This course applies a student-centered learning approach, namely cased-based learning or case study. This approach is intended so that students learn to actively discuss surrounding educational issues that are linked to existing basic educational concepts. Lectures are carried out with discussions, as well as flipped learning using asynchronous and synchronous modes via LMS and teleconferencing applications (Zoom/Google Meet). Assessment includes observation of attitude and activity, assignments, written tests, and performance assessments.

References	Main :	
	1. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang.	
	Supporters:	
	1. Referensi yang relevan dengan karakteristik dan profesi lulusan di jurusan/program studi masing-masing. 2. Peraturan perundang-uandang pendidikan yang berlaku dan relevan. 3. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia.	

Supporting lecturer	Prof. Dr. Hj. Sri Poedjiastoeti, M.Si. Dian Novita, S.T., M.Pd. Dr. Kusumawati Dwiningsih, S.Pd., M.Pd. Rusly Hidayah, S.Si., M.Pd. Findiyani Ernawati Asih, 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)

No	Ability	Indicator	Assessment	Learning Method	Online Learning	Material	Weight
1	Understand the Basic Concepts of Education	1. describe the basic concepts of education	**Criteria:** describe the orientation of the lecture material **Form of Assessment** : Participatory Activities	Cased-based learning and peer interaction, individual assignments to analyze and solve problems on current educational issues and report them. 2 x 50 minutes	Discussions in the LMS forum to analyze and solve problems on current educational issues and report them. 0 x 50 minutes	**Material:** Introduction to Indonesian national education **Reference:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
2	Understanding Human Nature and Development	Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant.	**Criteria:** Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant. **Form of Assessment** : Participatory Activities	Discuss PPT about: 1. Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant. 2. Analyze the comparison between Recognition of human nature as. creatures: Individual, Social, Moral and Religious according to Law no. 2/1989 with Law no. 20/2003 concerning the National Education System and report it scr. group		**Material:** Human Nature and Its Development **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
3	Understanding Human Nature and Development	Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant.	**Criteria:** Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Discuss PPT about: 1. Human nature & its development through textbooks, journals, newspapers/clippings and other materials. relevant. 2. Analyze the comparison between Recognition of human nature as. creatures: Individual, Social, Moral and Religious according to Law no. 2/1989 with Law no. 20/2003 concerning the National Education System and report it scr. group		**Material:** Human Nature and Its Development **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	10%

4	Understanding the Nature of Education	analyze pend environment. based on a study of Law no. 20/2003	**Criteria:** analyze pend environment. based on a study of Law no. 20/2003 **Form of Assessment** : Participatory Activities	Discuss and analyze the pend environment. based on a study of Law no. 20/2003 in relation to the main duties of teachers based on Law No.14/2005 concerning Teachers and Lecturers in Chapter 1 Article 1 Paragraph 1 and reporting as a group.		**Material:** The Nature of Education **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
5	Understanding Education as a system	concept map about education as a system and sub-system	**Criteria:** concept map about education as a system and sub-system **Form of Assessment** : Participatory Activities	Group assignments in class under the guidance of the lecturer create a concept map about education as a system, sub-system, sub-sub-system, etc. through mandatory books and/or other relevant references.		**Material:** Education as a system **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
6	Understanding the national education system	reviewing Law No.: 20/2003 concerning the National Education System	**Criteria:** reviewing Law No.: 20/2003 concerning the National Education System **Form of Assessment** : Participatory Activities, Portfolio Assessment	Group assignment to study Law No.: 20/2003. Concerning the National Education System. Under the guidance of lecturers.		**Material:** National education system **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%

7	Understand the foundations of education	institutional development/educational environment in Indonesia before and after independence.	**Criteria:** institutional development/educational environment in Indonesia before and after independence. **Form of Assessment** : Participatory Activities, Tests	analyze the development of institutional/educational environments in Indonesia before and after independence.		**Material:** educational foundations **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	Writing test			10%
9	Understand the concept of teaching as a profession	critical review of the teaching profession at present and in the future.	**Criteria:** critical review of the teaching profession at present and in the future. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Classical discussion under the guidance of lecturers regarding critical analysis of the teaching profession at present and in the future.		**Material:** the concept of teachers as a profession **Reader:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
10	Understanding educational problems	educational problems at the Primary and Secondary Education levels	**Criteria:** educational problems at the Primary and Secondary Education levels **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentation and discussion of group papers on educational problems at the Primary and Secondary Education levels in terms of: 1. Educational Goals 2. Educational Content 3. Educational Methods 4. Educational Media/Tools 5. Educators 6. Students 7. Educational Environment		**Material:** educational problems **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%

11	Understanding educational problems	educational problems at the Primary and Secondary Education levels	**Criteria:** educational problems at the Primary and Secondary Education levels **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and discussion of group papers on educational problems at the Primary and Secondary Education levels in terms of: 1. Educational Goals 2. Educational Content 3. Educational Methods 4. Educational Media/Tools 5. Educators 6. Students 7. Educational Environment		**Material:** educational problems **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
12	Understanding educational problems	understanding educational innovation in Indonesia.	**Criteria:** understanding educational innovation in Indonesia. **Form of Assessment** : Portfolio Assessment	Write an individual paper regarding educational innovation in Indonesia. Field observations and making case study reports in leading schools regarding educational innovation		**Material:** Educational problems **Reference:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	10%
13	Understanding educational innovation in Indonesia	the importance of building soft skills	**Criteria:** the importance of building soft skills **Form of Assessment** : Participatory Activities	Assignment of assignments to write Pend papers. The character with the title the importance of building soft skills includes: how important is it to build soft skills and how important is it to build pride/love for the country?		**Material:** Educational innovation in Indonesia **Reference:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%

14	Understanding character education	the importance of building soft skills	**Criteria:** the importance of building soft skills **Form of Assessment :** Participatory Activities	Assignment of assignments to write Pend papers. The character with the title the importance of building soft skills includes: how important is it to build soft skills and how important is it to build pride/love for the country?		**Material:** Character education **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
15	Understanding character education	the importance of building soft skills	**Criteria:** the importance of building soft skills **Form of Assessment :** Participatory Activities	Assignment of assignments to write Pend papers. The character with the title the importance of building soft skills includes: how important is it to build soft skills and how important is it to build pride/love for the country?		**Material:** Character education **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	5%
16			**Form of Assessment :** Test	Writing test			10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	20%
4.	Test	22.5%
		100%

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** 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.
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.