



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Development of Learning Tools II	8420402228		T=2 P=0 ECTS=3.18	7	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator			
	Prof. Dr. Utiya Azizah, M.Pd.			
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Studying and facilitating students in evaluating the development of learning tools and evaluating learning that has been carried out based on the curriculum, needs and diversity of students at school through discussions and presentations.						
References	Main :						
	1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo. 2. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya. 3. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta 4. UPT-P4 Unesa. 2012. Pedoman Pengalaman Lapangan. Surabaya: University Press. 5. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition. 6. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 7. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.						
	Supporters:						
Supporting lecturer	ISMONO						
	Dr. Sukarmin, M.Pd. Dr. Muchlis, S.Pd., M.Pd. Dian Novita, S.T., 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	Have knowledge of school-based management, clinical supervision, and learning planning	- Explain the concept and MBS from various learning sources and ICT - Explain the characteristics of schools that implement SBM	Criteria: Participation, assignments	Lectures, Discussions, Assignments 2 X 50			0%
2	Have knowledge of school-based management, clinical supervision, and learning planning	- Explain the concept and MBS from various learning sources and ICT - Explain the characteristics of schools that implement SBM	Criteria: Participation, assignments	Lectures, Discussions, Assignments 2 X 50			0%
3	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning at the schools visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
4	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning at the schools visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
5	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
6	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
7	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments References 4, 5, 6, 7, and 8 as well as other relevant references from various sources - Examining individual/class reports - Presenting individual reports 2 X 50			0%
8	Covers meetings 1-7	Covers meetings 1-7	Criteria: UTS	Written test 2 X 50			0%
9	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
10	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%

11	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
12	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
13	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
14	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
15	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material	- Evaluate learning in the classes visited	Criteria: Participation, assignments	Lectures, discussions, assignments 2 X 50			0%
16	Covers meetings 9-15	Covers meetings 9-15	Criteria: Participation, assignments	Test 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

