	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Bachelor of Chinese Language Education Study Program**				**Document Code**	
	SEMESTER LEARNING PLAN					
Courses	**CODE**	**Course Family**	**Credit Weight**		**SEMESTER**	**Compilation Date**
Introduction to the School Field (PLP)	8820804135		T=0	P=0	ECTS=0	7	July 16, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	....	....	Miftachul Amri, M.Pd., M.Ed., Ph.D.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	The first stage in the Introduction to Schooling Field of the Bachelor of Education Program which contains activities including: observation, analysis and direct appreciation of activities related to school culture, school management and the dynamics of schools as educational and learning development institutions. The aim of this course is to strengthen students' understanding competencies, and educational learning, and to shape the personality and identity of prospective educators.

References	**Main :**
	1. DIREKTORAT PEMBELAJARAN DIREKTORAT JENDERAL PEMBELAJARAN DAN KEMAHASISWAAN KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI. 2017. PANDUAN PROGRAM PENGENALAN LAPANGAN PERSEKOLAHAN PROGRAM SARJANA PENDIDIKAN.
	Supporters:

Supporting lecturer	Miftachul Amri, M.Pd., M.Ed., Ph.D. Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. Galih Wibisono, B.A., M.Ed.

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	Understand the concept of school-based management and the development of morals and character	1.Explains the MBS concept with examples 2.Explains the concept of developing character with examples	**Criteria:** 1.Prepare a final report that will be collected as an individual assessment product, with the following steps: 2.1. Prepare a paper (final report) based on material that must be developed in school 3.2. The report template is in accordance with the 2019 PLP Guidebook. 4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials	Explanation, question and answer, discussion 3 X 50			0%
2	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1.Explains the concept of observation activity, scope and examples 2.Identifying analytical concepts and direct appreciation of activities related to school culture and examples	**Criteria:** 1.Prepare a final report that will be collected as an individual assessment product, with the following steps: 2.1. Prepare a paper (final report) based on material that must be developed in school 3.2. The report template is in accordance with the 2019 PLP Guidebook. 4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials	Explanations, questions and answers, discussions and assignments 3 X 50			0%
1	Understand the concept of school-based management and the development of morals and character	1.Explains the MBS concept with examples 2.Explains the concept of developing character with examples	**Criteria:** 1.Prepare a final report that will be collected as an individual assessment product, with the following steps: 2.1. Prepare a paper (final report) based on material that must be developed in school 3.2. The report template is in accordance with the 2019 PLP Guidebook.	Explanation, question and answer, discussion 3 X 50			0%

| 3 | Identify the concept of observation, analysis and direct appreciation of activities related to school culture | 1. Explains the concept of observation activity, scope and examples
2. Identifying analytical concepts and direct appreciation of activities related to school culture and examples | **Criteria:**
1. Prepare a final report that will be collected as an individual assessment product, with the following steps:
2.1. Prepare a paper (final report) based on material that must be developed in school
3.2. The report template is in accordance with the 2019 PLP Guidebook.
4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials | Explanations, questions and answers, discussions and assignments 3 X 50 | | | 0% |
| 4 | Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media | 1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools | **Criteria:**
1. Prepare a final report that will be collected as an individual assessment product, with the following steps:
2.1. Prepare a paper (final report) based on material that must be developed in school
3.2. The report template is in accordance with the 2019 PLP Guidebook.
4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials | Explanations, questions and answers, discussions and assignments 3 X 50 | | | 0% |

5	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1.Prepare a final report that will be collected as an individual assessment product, with the following steps: 2.1. Prepare a paper (final report) based on material that must be developed in school 3.2. The report template is in accordance with the 2019 PLP Guidebook. 4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials	Explanations, questions and answers, discussions and assignments 3 X 50			0%
6	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1.Prepare a final report that will be collected as an individual assessment product, with the following steps: 2.1. Prepare a paper (final report) based on material that must be developed in school 3.2. The report template is in accordance with the 2019 PLP Guidebook. 4.3. A list of references is absolutely necessary and written in accordance with the provisions for writing books/reference materials	Explanations, questions and answers, discussions and assignments 3 X 50			0%
7	Identify formal, curricular, co-curricular and extracurricular activities (non-academic learning) as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions		3 X 50			0%
8	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
9	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%

10	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
11	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
12	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
13	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
14	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		3 X 50			0%
15							0%
16				3 X 50			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.
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** 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.