



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																				
FUNDAMENTALS OF EDUCATION	8720302361	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	August 18, 2022																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																																																				
		Prof. Dr. Waspodo Tjipto Subroto, M.Pd.		Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																																																																																				
Learning model	Case Studies																																																																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																								
	PLO-8	Able to communicate well orally and in writing in learning activities																																																																																																							
	Program Objectives (PO)																																																																																																								
	PO - 1	Apply teacher professional ethics																																																																																																							
	PO - 2	Analyze the nature, foundation and education as a system																																																																																																							
	PO - 3	Utilizing information technology to broaden insight into the implementation of education in Indonesia																																																																																																							
	PO - 4	Able to solve educational problems in economic learning comprehensively in accordance with developments in science and technology																																																																																																							
	PLO-PO Matrix																																																																																																								
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Short Course Description	This course is to equip prospective teachers with the basic concepts of educational science, human nature and its development, the foundations of education, education as a system, educational problems, educational innovation in Indonesia, and character education both at school and outside school.																																																																																																								
References	Main :																																																																																																								
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Supporting lecturer	Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Wida Wulandari, M.Pd. Putri Ulfa Kamalia, 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	Understand the importance of basic education courses and basic educational concepts	<p>1.1. Orientation of the Basics of Education course</p> <p>2.2. Describe the basic concepts of education</p>	<p>Criteria: in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning methods: lectures, discussions, questions and answers and assignments</p> <p>Individual assignments to answer questions contained in each chapter of the mandatory book "Educational Theory and Practice" and report them in writing. Collected at the end of the semester. 2 X 50</p>		<p>Material: Understanding the Basic Concepts of Education Library: Hasbullah. 2006. <i>Basics of Education</i>. Jakarta: RajaGrafindo Persada</p>	0%
2	Understanding Human Nature and Development	<p>1.1. Describe the essential nature of humans</p> <p>2.2. Describe the dimensions of human nature</p> <p>3.3. Describe the development of human dimensions</p> <p>4.4. Describe the complete Indonesian human figure</p>	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Discuss PPT and individual assignments about:</p> <p>1. Human nature & its development through textbooks, journals, newspapers/magazines and other relevant materials (2nd week)</p> <p>2. Analyze the comparison between the recognition of the nature of humans as individual, social, susila, & religious according to Law no. 2/1989 and Law no. 20/2003 concerning the National Education System and report it as a group (3rd week) 2 X 50</p>		<p>Material: 1. The essential nature of humans 2. Dimensions of human essence 3. Development of the dimensions of human essence 4. The complete figure of Indonesian humans. Reference: Hasbullah. 2006. <i>Basics of Education</i>. Jakarta: RajaGrafindo Persada</p>	0%
3	Understanding Human Nature and Development	<p>1.1. Describe the essential nature of humans</p> <p>2.2. Describe the dimensions of human nature</p> <p>3.3. Describe the development of human dimensions</p> <p>4.4. Describe the complete Indonesian human figure</p>	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Discuss PPT and individual assignments about:</p> <p>1. Human nature & its development through textbooks, journals, newspapers/magazines and other relevant materials (2nd week)</p> <p>2. Analyze the comparison between the recognition of the nature of humans as individual, social, susila, & religious according to Law no. 2/1989 and Law no. 20/2003 concerning the National Education System and report it as a group (3rd week) 2 X 50</p>		<p>Material: 1. The essential nature of humans 2. Dimensions of human essence 3. Development of the dimensions of human essence 4. The complete figure of Indonesian humans. Reference: Hasbullah. 2006. <i>Basics of Education</i>. Jakarta: RajaGrafindo Persada</p>	0%
4	Understanding the Nature of Educational Science	<p>1.1. Describe the meaning of education</p> <p>2.2. Describe the Education Process</p> <p>3.3. Describe and analyze the function of education</p>	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>-After the classical discussion ends, students are assigned individually to study the educational environment based on 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 them. Questions and answers, discussions and individual assignments. 2 X 50</p>		<p>Material: 1. The concept of educational science 2. The educational process 3. The function of education Library: Hasbullah. 2006. <i>Basics of Education</i>. Jakarta: RajaGrafindo Persada</p>	0%

5	Understanding education as a system and national education system	<ol style="list-style-type: none"> 1.1. Describe the meaning of system 2.2. Describe the various systems 3.3. Describe education as a system 4.4. Describe the basis, objectives and functions of national education. educational institutions 5.5. Describe educational programs and management 	<p>Criteria: Completeness of results reports and class presentations</p> <p>Form of Assessment : Participatory Activities</p>	<p>Weeks 5 and 6: - Individual assignments in class under the guidance of the lecturer to create a concept map about education as a system, sub-system, sub-system, etc. through mandatory books and/or other relevant references. Then, students develop it independently according to their own ideas and creativity.</p> <p>Week 7: - Independent Individual Assignment to analyze and describe the implementation of the National Education System based on Chapters, Articles and Paragraphs in UURI No. 20 of 2003 concerning National Education Systems. 2 X 50</p>		<p>Material: 1. Definition of system 2. Types of systems 3. Education as a system 4. Basics, objectives and functions of national education 5. Institutional programs and management of education</p> <p>Reference: <i>Hasbullah. 2006. Basics of Education. Jakarta: RajaGrafindo Persada</i></p>	0%
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8	UTS	carried out carefully, correctly and systematically, rationally, logically,	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Test</p>	Written examination. 2 X 50		<p>Material: Understanding the basic concepts of educational science, understanding human nature and its development, understanding the nature of educational science, understanding education as a system and the national education system.</p> <p>Reference: <i>Hasbullah. 2006. Basics of Education. Jakarta: RajaGrafindo Persada</i></p>	20%
9	Understand the foundations of educational science	<p>1.1. Describe the foundation of education</p> <p>2.2. Describe the historical basis</p> <p>3.3. Describe the philosophical basis</p> <p>4.4. Describe the psychological basis</p> <p>5.5. Describe the sociological basis</p> <p>6.6. Describe the cultural foundations of Tut Wuri Handayani</p> <p>7.7. Describe the basis of science and technology</p>	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Week 9 Individual assignments: - Analyze the development of institutional/educational environments in Indonesia before and after independence. - Describe the concept of education from various figures, including: a. Ki Hajar Dewantara b. KH. Achmad Dahlan c. Moch. Syafi'i</p> <p>Week 10: - Discussion of independent assignments and group assignments which will be presented at the next meeting. 2 X 50</p>		<p>Material: 1. Historical basis 2. Philosophical basis 3. Psychological basis 4. Sociological basis 5. Cultural basis 6. Tut wuri handayani 7. Science and technology basis.</p> <p>Reference: <i>Hasbullah. 2006. Basics of Education. Jakarta: RajaGrafindo Persada</i></p>	0%
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11	Understanding educational problems	<p>1.1 Describe practical theoretical problems</p> <p>2.2 Describe practical problems in Indonesia</p> <p>3.3 Describe efforts to overcome education problems in Indonesia</p>	<p>Criteria: Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>11th week: - Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches.</p> <p>12th week: - Discussing classically under the guidance of lecturers regarding critical studies of educational problems both macro and micro in school educational institutions and/or in educational institutions outside of school (Diklat). - Have a group discussion or presentation about the problems faced by the relevant Class/Subject Teachers/Educational Personnel as an effort to provide educational solutions and innovations 2 X 50</p>		<p>Material: 1. Theoretical problems 2. Practical problems 3. Practical problems in Indonesia 4. Efforts to overcome educational problems in schools such as radicalism and violence. Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	0%
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13	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> 1.1. Describe the concept of change and innovation 2.2. Describe the meaning of educational innovation 3.3. Describe the goals of innovation 4.4. Describe the innovation cycle 5.5. Describe the problems that require educational innovation 6.6. Describe various educational innovation efforts in Indonesia 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses <p>Form of Assessment : Participatory Activities</p>	<p>13th week: - Have a classical discussion under the guidance of a lecturer about critical studies of educational innovations that have been carried out in various school educational institutions and/or in educational institutions outside of school (training)</p> <p>14th week: - Group discussion or presentation regarding the problems faced by the Class/Subject Teachers/Educational Personnel concerned as an effort to provide solutions and educational/learning innovations. 2 X 50</p>		<p>Material: 1. Concept of change and innovation 2. Definition of educational innovation. 3. Goals of innovation 4. Innovation cycle 5. Problems that require educational innovation 6. Various innovation efforts in implementing education (learning) in Indonesia, especially in post-natural disaster areas.</p> <p>Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	0%
14	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> 1.1. Describe the concept of change and innovation 2.2. Describe the meaning of educational innovation 3.3. Describe the goals of innovation 4.4. Describe the innovation cycle 5.5. Describe the problems that require educational innovation 6.6. Describe various educational innovation efforts in Indonesia 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses <p>Form of Assessment : Participatory Activities</p>	<p>13th week: - Have a classical discussion under the guidance of a lecturer about critical studies of educational innovations that have been carried out in various school educational institutions and/or in educational institutions outside of school (training)</p> <p>14th week: - Group discussion or presentation regarding the problems faced by the Class/Subject Teachers/Educational Personnel concerned as an effort to provide solutions and educational/learning innovations. 2 X 50</p>		<p>Material: 1. Concept of change and innovation 2. Definition of educational innovation. 3. Goals of innovation 4. Innovation cycle 5. Problems that require educational innovation 6. Various innovation efforts in implementing education (learning) in Indonesia, especially in post-natural disaster areas.</p> <p>Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i></p>	0%

15	Understanding character education	1.1. Describe the basis of the concept of character education 2.2. Describe the basis of character values	Criteria: The process activities are carried out by students seriously. Form of Assessment : Participatory Activities	- Discuss classically under the guidance of the lecturer about critical studies regarding Character Growth and Development carried out by the school/educational institution (class/subject teachers and/or education staff) concerned, especially the importance of building soft skills which include: 1. how important- how to build soft skills 2. how important it is to build pride/love for the nation and state, especially in areas prone to natural disasters. - Group presentations about the problems faced by Class/Subject Teachers/Educational Personnel concerned in forming the character of students. 2 X 50		Material: 1. Concept of character education 2. Character values 3. Stages of character development 4. Fostering a sense of togetherness and mutual cooperation in facing and anticipating natural disasters. Bibliography: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	0%
16	UAS	1. Understand the foundations of educational science 2. Understanding educational problems 3. Understanding educational innovation in Indonesia 4. Understanding character education	Criteria: Criteria: Scoring guidelines Form of Assessment : Test	Written exam 2x50		Material: Understanding the foundations of educational science, understanding educational problems, understanding educational innovation in Indonesia, understanding character education. Literature: <i>Purwanto, Ngalm. 2007. Theoretical and Practical Education Science. Bandung: Rosdakarya Youth</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

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** 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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.