



**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
LESSON PLANNING	8720302366		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Retno Mustika Dewi,S.Pd,M.Pd		Jun Surjanti			Dr. Retno Mustika Dewi, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	PLO-10	Able to design and compile economic learning tools based on science and technology																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to demonstrate teacher professional ethics in designing learning																																																																																																				
	PO - 2	Able to analyze planning concepts in economics learning																																																																																																				
	PO - 3	Able to show creativity and innovation in designing learning that is relevant to current developments																																																																																																				
	PO - 4	Able to design economic learning tools based on certain science and technology criteria																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	In this course students learn to design economic learning including preparing annual program plans and semester programs; formulate learning objectives, develop teaching materials and materials, design learning steps; designing assessment instruments and rubrics and being able to demonstrate learning designs in micro classes.
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References	Main :	
		<ol style="list-style-type: none"> 1. ferensi: 2. Abdul Majid, 2007. Perencanaan Pembelajaran. Jakarta: Rineka Cipta 3. Depdiknas, 2006. Model Pembelajaran Tematik. Jakarta: Depdiknas 4. Depdiknas,2006.Standar Kompetensi dan Kompetensi Dasar. Jakarta: Depdiknas 5. Haryanto, 2005. Perencanaan Pengajaran, Jakarta 6. Ibrahim, Muslimin. 2014. Model Pembelajaran Inovatif Melalui Pemaknaan 7. Muhamad Nur, 2005, Model Pembelajaran Langsung dan Kooperatif. Surabaya: Unipres
	Supporters:	

<p>1. 1) _____. 2022. Permenristek RI Nomor 5 Tahun 2022 tentang Standar Kompetensi Lulusan Pada Jenjang Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi RI</p> <p>2. 2) _____. 2022. Permenristek RI Nomor 7 Tahun 2022 tentang Standar Isi Pada Jenjang Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi RI</p>							
Supporting lecturer		Prof. Dr. Jun Surjanti, S.E., M.Si. Dr. Retno Mustika Dewi, 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 conclude the nature of planning in economics learning	<p>1.1. Able to explain the meaning of learning planning</p> <p>2.2. Able to identify principles in learning planning</p> <p>3.3. Able to analyze the characteristics of economic learning at secondary education level</p>	<p>Criteria:</p> <p>1.Score 4, if students are active in asking questions</p> <p>2.Score 3, if students are not active in asking questions. Score 2, if students are not active in asking, only listen</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecture, question and answer 2 X 50	- On line	<p>Material: learning planning</p> <p>Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	2%
2	Able to analyze the characteristics of economic learning according to the applicable curriculum	<p>1.1. Able to identify the curriculum that applies at the secondary education level</p> <p>2.2. Able to analyze learning characteristics in accordance with the applicable curriculum</p> <p>3.3. Able to analyze the learning characteristics of economics subjects according to the applicable curriculum</p>	<p>Criteria:</p> <p>1.Score 4, if you can answer two questions</p> <p>2.Score 3, if you can answer one question. Score 2, if you can't answer all of them</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecture, question and answer 2 X 50	-	<p>Material: characteristics of economic learning</p> <p>Reference: <i>Ministry of National Education, 2006. Competency Standards and Basic Competencies. Jakarta: Ministry of National Education</i></p>	2%
3	Able to design annual program plans and semester programs	<p>1.1. Able to calculate effective weeks</p> <p>2.2. Able to design annual programs</p> <p>3.3. Able to design semester programs</p>	<p>Criteria:</p> <p>Score 4, if you can make learning objectives in accordance with the system. Score 3, if you can make learning goals that are not in accordance with the system. Score 2, if you cannot make learning goals.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, question and answer, 2 X 50 project	-	<p>Material: analysis of semester and annual programs</p> <p>Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	5%
4	Able to formulate learning objectives	Discuss the development of learning materials	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Giving assignments and questions and answers, discussion 2 X 50	-	<p>Material: analysis of learning objectives</p> <p>References: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	5%

5	Able to develop learning materials based on objectives that have been formulated	Discuss the steps for compiling learning materials	Criteria: scoring guidelines Form of Assessment : Practice / Performance	Questions and answers, discussions, assignments, 2 X 50 projects	-	Material: compiling learning materials Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i>	5%
6	Able to design learning steps	1.1. Able to determine a learning model that is relevant to the material and learning objectives 2.2. Able to design learning steps	Criteria: scoring guidelines Form of Assessment : Practice / Performance	discussion, 2 X 50 project	-	Material: learning model Reference: <i>Ministry of National Education, 2006. Thematic Learning Model. Jakarta: Ministry of National Education</i>	5%
7	Able to design learning steps	1.1. Able to determine a learning model that is relevant to the material and learning objectives 2.2. Able to design learning steps	Criteria: 1.scoring guidelines 2.. Form of Assessment : Participatory Activities	discussion, project assignments 2 X 50	-	Material: learning model Reference: <i>Ministry of National Education, 2006. Thematic Learning Model. Jakarta: Ministry of National Education</i>	5%
8	UTS	scoring guidelines	Criteria: test guidelines Form of Assessment : Test	- 2 X 50	-	Material: learning planning Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i>	11%
9	Able to develop science and technology-based teaching materials	1.1. Able to design student worksheets 2.2. Able to design science and technology-based learning media	Criteria: scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	PjBL (Project Based Learning) 2 X 50	-	Material: designing media and worksheets Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i>	5%
10	Able to develop science and technology-based teaching materials	1.1. Able to design student worksheets 2.2. Able to design science and technology-based learning media	Criteria: scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	2 X 50 project	-	Material: learning media Reference: <i>Abdul Majid, 2007. Learning planning. Jakarta: Rineka Cipta</i>	5%

11	Able to design assessment instruments and rubrics	<p>1.1. Able to design assessment instruments in the realm of knowledge</p> <p>2.2. Able to design assessment rubrics in the knowledge domain</p> <p>3.3. Able to design assessment instruments in the skills domain</p> <p>4.4. Able to design assessment rubrics in the skills domain</p>	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Practice / Performance</p>	project assignments 2 X 50	-	<p>Material: assessment instrument</p> <p>Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i></p>	5%
12	Able to design assessment instruments and rubrics	<p>1.1. Able to design assessment instruments in the realm of knowledge</p> <p>2.2. Able to design assessment rubrics in the knowledge domain</p> <p>3.3. Able to design assessment instruments in the skills domain</p> <p>4.4. Able to design assessment rubrics</p>	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project	-	<p>Material: assessment instrument</p> <p>Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i></p>	5%
13	Able to design learning in micro classes	<p>1.1. Able to prepare learning plans</p> <p>2.2. Able to practice learning in micro classes</p>	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Practice / Performance</p>	2 X 50 project	-	<p>Material: designing micro learning</p> <p>Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	5%
14	1. Able to prepare learning plans	1. Able to prepare learning plans	<p>Criteria: score 4 if the lesson plan is complete and correct, score 3 if the lesson plan is complete but wrong, score 2 if the lesson plan is incomplete</p> <p>Form of Assessment : Practice / Performance</p>	project assignments 2 X 50	-	<p>Material: designing micro learning</p> <p>Reference: <i>Abdul Majid, 2007. Learning planning. Jakarta: Rineka Cipta</i></p>	10%
15	Able to design learning in micro classes	<p>1.1. Able to prepare learning plans</p> <p>2.2. Able to practice learning in micro classes</p>	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Practice / Performance</p>	project assignments 2 X 50	-	<p>Material: designing micro learning</p> <p>Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	10%
16	FINAL SEMESTER EXAMINATION	-	<p>Criteria: -</p> <p>Form of Assessment : Test</p>	- 2 X 50	-	<p>Material: learning planning</p> <p>Reference: <i>Abdul Majid, 2007. Learning planning. Jakarta: Rineka Cipta</i></p>	15%

No	Evaluation	Percentage
1.	Participatory Activities	9.5%
2.	Project Results Assessment / Product Assessment	22%
3.	Practice / Performance	42.5%
4.	Test	26%
		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** 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.