	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
Development of Learning Tools 3		8720303218			**T=3**	**P=0**	**ECTS=4.77**	7	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	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**
	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	This course provides students with experience regarding the subject of learning planning concepts which include prota (annual program) and promes (semester program), basic teaching skills, review of curriculum analysis and teaching materials, review of learning media and assessment systems, design of learning tools, learning tools workshop and ends with a discussion report on the results of the learning tools workshop that has been created. Apart from conceptual abilities, it also equips students to have teaching skills in the form of micro teaching

References	**Main :**

1. Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill.
2. Arend, Richard I. and Kilcher Ann. 2010. Teaching for Student Learning, Becoming an Accomplished Teacher. New York: Taylor & Francis.
3. Asril, Zainal. 2012. Micro Teaching, Disertai dengan Pedoman Pengalaman Lapangan. Jakarta: RajaGrafindo Persada.
4. Kementerian Pendidikan dan Kebudayaan RI. 2013. Model Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Mata Pelajaran TATA NIAGA ATAU MANAJEMEN BISNIS. Jakarta: Direktorat Jenderal Pendidikan Dasar,Direktorat Pembinaan Sekolah Menengah Pertama.
5. _____. 2013. Panduan Supervisi Klinis. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama.
6. _____. 2014. Permendikbud RI Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan danKebudayaan RI.
7. _____. 2014. Permendikbud RI Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: KementerianPendidikan dan Kebudayaan RI.

	Supporters:

Supporting lecturer	KIRWANI Drs. Joni Susilowibowo, M.Pd. Dr. Harti, M.Si. Prof. Dr. Susanti, S.Pd., M.Si. Dr. Raya Sulistyowati, S.Pd., M.Pd. Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Dhiah Fitrayati, S.Pd., M.E. Durinda Puspasari, S.Pd., M.Pd. Dr. Retno Mustika Dewi, S.Pd., M.Pd. Triesninda Pahlevi, 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 analyze learning planning concepts: Annual Program (Prota)	1.Explain the meaning of the concept of learning planning. 2.Know the steps and benefits of learning planning. 3.Know the characteristics of learning planning. 4.Explain the types of annual program learning planning 5.Able to prepare and develop an annual program (Prota) for learning commerce or vocational school business management	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: Discussion, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%
2	Able to analyze the concept of learning planning: Semester Program (Promes) for learning commerce or vocational school business management	1.Explains the scope of the semester program (promes) for vocational school level 2.Prepare semester programs (promes) for vocational school level	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: Discussion, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%
3	Able to identify basic teaching skills	1.Explain the meaning of basic teaching skills 2.Identify the reasons why teachers need to be able to know basic teaching skills 3.Explain the types of basic teaching skills 4.Provide examples of basic teaching skills in the classroom	**Criteria:** Identify the reasons teachers need to be able to know basic teaching skills. Explain the types of basic teaching skills. Give examples of basic teaching skills in the classroom	Centered on students (Student centered approach) with learning methods: Discussion, questions and answers, and assignments Learning model: Problem Based Learning 3 X 50			0%

4	Able to conduct curriculum analysis reviews and teaching materials in learning commerce or business management at vocational schools	1.Explain the curriculum that applies in vocational schools 2.Explain the teaching materials available in vocational schools 3.Reviewing the curriculum and teaching materials applicable in vocational schools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
5	Able to review learning media analysis and assessment systems for commerce or business management lessons at vocational schools	1.Explain the learning media that apply in vocational schools 2.Explain the assessment system that applies in vocational schools 3.Reviewing learning media and assessment systems that apply in vocational schools	**Criteria:** Full marks are obtained if you do all the questions correctly	Student centered approach (Student centered approach) with learning methods: discussion, question and answer, and assignment Learning model: Problem based learning 3 X 50			0%
6	Able to identify learning device designs	1.Explain the meaning of learning device design 2.Mention the types of learning device design 3.Provide examples of learning device designs that are appropriate to the vocational school level	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
7	Able to carry out workshops on learning tools for class X SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 3 X 50			0%

9	Able to carry out workshops on learning tools for class X SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
10	Able to carry out workshops on learning tools for class XI SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
11	Able to carry out workshops on learning tools for class XI SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
12	Able to carry out workshops on learning tools for class XII SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%

No							
13	Able to carry out workshops on learning tools for class XII SMK Commerce or business management	Develop learning tools	**Criteria:** Full marks are obtained if you do all the questions correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
14	Able to apply learning tool workshop results reports	Report on the results of the learning tools workshop	**Criteria:** Present the device development that you have worked on. Collect reports on the results of the learning device development workshop that you have worked on!	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
15	Able to apply learning tool workshop results reports	Report on the results of the learning tools workshop	**Criteria:** Full marks are obtained if you work on and present the report correctly	Centered on students (Student centered approach) with learning methods: discussion, question and answer, and assignments Learning model: Problem Based Learning 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.