



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
PTK and Lesson Study Methodology	8720302179		T=2 P=0 ECTS=3.18	6	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																
	.....		.....		Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Arikunto, S. (2007). <i>Penelitian Tindakan Kelas</i>. Jakarta: Bumi Aksara.</li> <li>2. Elliot, John. 2002. <i>Action Research For Educational Change</i> . Philadelphia: Open University Press</li> <li>3. Fernandez, C., Yoshida, M. (2004). <i>Lesson Study: A Japanese Approach to Improving Teaching and Learning</i>. New Jersey: Lawrence</li> <li>4. Hopkins, David. 2003. <i>A Teacher Guide To Classroom Research</i> . Buckingham: Open University Press.</li> <li>5. Hendayana, dkk. 2007. <i>Lesson study suatu strategi untuk meningkatkan keprofesionalan pendidik</i>. Bandung: UPI Press</li> <li>6. Kunandar. 2008. <i>Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Pendidik</i> . Jakarta; Rajagrafindo Persada.</li> <li>7. Lewis, Catherine C. (2002). <i>Lesson study: A Handbook of Teacher-Led Instructional Change</i> . Philadelphia: Research Future Better Schools, Inc.</li> <li>8. Syamsuri, I dan Ibrohim. 2008. <i>Lesson Study: Studi Pembelajaran</i> . Malang: FMIPA UM</li> <li>9. Susilo, H., dkk. 2011. <i>Lesson Study Berbasis Sekolah: Guru Konservatif Menuju Guru Inovatif</i>. Malang: Bayu Media</li> <li>10. Wiria Atmadja, Rochiati. 2005. <i>Metode Penelitian Tindakan Kelas</i> . Bandung; Remaja Rosdakarya.</li> </ol>																																				
	<b>Supporters:</b>																																				

Supporting lecturer		Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Albrian Fiky Prakoso, 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 development of the background to the problems and objectives of implementing classroom action research	1.1. Explain the benefits of Classroom Action Research (PTK) in improving student learning outcomes 1.2. Describe the principles of implementing PTK 1.3. Describe the function of PTK in improving the quality of learning	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Problem Base Learning - Project Base Learning - Brain Storming - Lecture Question and Answer -Discussion 2 X 50			0%
2	Mastering literature review (theory and empirical) as a basis for discussing research variables	2.1. Explain the urgency of implementing PTK 2.1. Describe initial data in developing the background to the PTK problem	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Problem Base Learning - Project Base Learning - Brain Storming - Lecture Question and Answer -Discussion 2 X 50			0%
3	Mastering literature review (theory and empirical) as a basis for discussing research variables	3.1. Explain theoretical studies according to research variables 3.2. Describe empirical studies relevant to the problem 3.3. Developing hypotheses in PTK	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	Student Active Learning - Cooperative Learning - Problem Base Learning - Project Base Learning - Lecture Question and Answer -Discussion 2 X 50			0%
4	Mastering the determination of research methods and research instruments as well as data analysis in classroom action research	4.1. Explain cycle design in PTK 4.2. Develop research instruments in PTK 4.3. Describe data analysis in PTK	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	- Cooperative Learning - Problem Base Learning - Project Base Learning - Lecture Question and Answer -Discussion 2 X 50			0%
5	Mastering the techniques for displaying data collected from cycle I, and cycle II or cycle III.	5.1. Present a tabulation of data from the implementation of cycles 1 and 2 or 3 5.2. Visualize cycle 1 and 2 or 3 data in graph 5.3. Describe the data in diagram 5.4. Describe data in graphs	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Cooperative Learning- Project Base Learning - Brain Storming - Question and Answer Lectures - Discussion- Presentation 2 X 50			0%

6	Understand the meaning of the collected data and its discussion.	6.1. Describe the discussion of the collected data 6.2. Explain the discussion of data based on the selected theory 6.3. Explain the meaning of cycle 1 and 2 or 3 data to conclude	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Cooperative Learning - Problem Base Learning - Project Base Learning - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
7	Mastering the techniques for preparing classroom Action Research reports.	7.1. Explaining the systematics of PTK reports 7.2. Explaining the stylistic style in writing PTK reports 7.2. Describing scientific ethics in writing PTK reports	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Cooperative Learning - Project Base Learning - Question and Answer Lecture - Discussion-Presentation 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	UTS 2 X 50			0%
9	Mastering the essence of the lesson study research concept	9.1. Explain the essence of lesson study in improving teacher performance. 9.2. Describe the concept of implementing lesson study	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Problem Base Learning - Project Base Learning - Brain Storming - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
10	Mastering the development of the background to the problems that will be researched in lesson study research	10-1..Describe the urgency of lesson study in improving teacher performance in learning 10.2. Explain the background to the importance of implementing lesson study to improve the quality of teacher performance in learning	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	Student Active Learning - Cooperative Learning - Problem Base Learning - Project Base Learning - Brain Storming - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%

11	Understand the selection of literature reviews to discuss lesson study research variables	11.1. Explain the determination of theory in literature review 11.2. Describe empirical studies that are relevant to lesson study research	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning - Cooperative Learning - Project Base Learning - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
12	Understand the determination of methods and instruments as well as data analysis in lesson study research	12.1. Develop research instruments in lesson study 12.2. Describe data analysis in lesson study	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	Student Active Learning - Cooperative Learning - Problem Base Learning - Project Base Learning - Brain Storming - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
13	Understand data display techniques and discussions in lesson study research	13..1. Present a tabulation of data from the implementation of cycles 1 and 2 or 3 in lesson study 13.2. Visualize cycle 1 and 2 or 3 data in graphs	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	- Cooperative Learning - Problem Base Learning - Project Base Learning-Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
14	Understand the discussion of data collected in lesson study research	14.1. Describe the discussion of the collected data 14.2. Explains the discussion of data based on the selected theory	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	-Student Active Learning- Problem Base Learning - Project Base Learning - Lecture Question and Answer -Discussion-Presentation 2 X 50			0%
15	Master the techniques for preparing lesson study research reports	15.1. Explaining the systematics of lesson study research reports 15.2. Explaining the circumstantial style in writing lesson study reports	<b>Criteria:</b> 1.The questions selected for UTS or UAS have a score of 10 2.For UTS 10 questions 3.For UAS 10 questions	Student Active Learning - Cooperative Learning - Problem Base Learning - Lecture Question and Answer -Discussion-Presentation 2 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.