

Universitas Negeri Surabaya Faculty of Languages and Arts Undergraduate Study Program Drama Arts, Dance and Music Education

Document Code

SEMESTER LEARNING PLAN

Courses			CODE		Course Fa	amily	Crec	lit We	ight	SEMESTER	Compilation Date
Introductic (PLP)	on to the School F	ield	8820904521				T=4	P=0	ECTS=6.36	7	July 17, 2024
AUTHORIZ	ZATION		SP Develope	r		Cours	se Clu	ister C	Coordinator	Study Progra Coordinator	am
										Dr Welly S	Suryandoko,
											, M.Pd.
Learning model	Project Based	Learni	ng								
Program Learning	PLO study pr	ogram	ı that is charç	ged to the co	ourse						
Outcomes	S Program Obje	ectives	s (PO)								
(PLO)	PLO-PO Matr	ix									
			P.0	P.O							
	PO Matrix at	the en	d of each lea	rning stage (Sub-PO)						
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Short Course Descriptic	Compulsory co learning outcon tools, and guid supervisors and	nes thro led tea	ough observing ching and lear	the learning printing printing, and acc	process in s	chools/	educa	tional	institutions, ti	aining in deve	loping learning
Reference	es Main :										
	1. Direkto	orat Per	nbelajaran Ditje	en Pembelajar	an dan Kerr	ahasis	waan.	2017.	Panduan Pro	ogram Pengen	alan Lapangan
			Program Sarja Riset Teknolog			017. Pe	ermen	risteko	likti-Nomor-5	5-Tahun-2017.	Jakarta.
	Supporters:										
Supportin lecturer	ng Dr. Anik Juwari	yah, M	.Si.								
Week-	Final abilities of each learning stage		Evaluation			Lea Stude	rnṫng ent As	earnin metho signn ted til	ods, ients,	Learning materials [References	Assessment Weight (%)
((Sub-PO)	I	ndicator	Criteria & Fe		ine(ine)	0	nline	(online)]	
(1)	(2)		(3)	(4)	(5)		((6)	(7)	(8)

		-			
1	have personality	1.able to	observation		0%
	stability as a	examine the	and guided		
	prospective teacher,	curriculum and	practice		
	counselor,	learning tools	4 X 50		
	facilitator, as well	used by			
	as various	teachers			
	learning	2.able to			
	experiences that	examine the			
	enable				
	continuous professional	learning			
	development	strategies			
	aoroiopinoin	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
		teaching			
		materials and			
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		5.able to			
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		information			
		and			
		communication			
		technology in			
		learning			
		6.able to carry			
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2	have personality stability as a	1.able to		observation		0%
	stability as a	examine the		and guided		
	prospective teacher,	curriculum and		practice		
	counselor.	learning tools		4 X 50		
	facilitator, as well	used by				
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	learning	2.able to				
	experiences that enable	examine the				
	continuous	learning				
	professional	strategies				
	development	used by				
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3	have personality	1	observation		0%
5	stability as a	1.able to	and guided		0%0
	prospective teacher,	examine the	practice		
	teacher,	curriculum and	4 X 50		
	counselor,	learning tools	47.50		
	facilitator, as well	used by			
	as various learning	teachers			
	experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
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4	have personality stability as a	1.able to	observation			0%
	nrospective	examine the	and guided			
	prospective teacher,	curriculum and	practice			
	counselor,	learning tools	4 X 50			
	facilitator, as well	used by				
	as various	teachers				
	learning	2.able to				
	experiences that enable	examine the				
	continuous	learning				
	professional	strategies				
	development	used by				
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		3.able to				
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	prospective	examine the	practice		
	prospective teacher,	curriculum and	4 X 50		
	counselor,	learning tools	4 ^ 50		
	facilitator, as well	used by			
	as various	teachers			
	learning	2.able to			
	experiences that enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
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	prospective teacher,	curriculum and	practice 4 X 50		
	counselor.	learning tools	4 ^ 50		
	facilitator, as well	used by			
	as various learning	teachers			
	experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
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	stability as a	examine the	and guided			
	prospective teacher,	curriculum and	practice			
	counselor,	learning tools	4 X 50			
	facilitator, as well	used by				
	as various	teachers				
	learning	2.able to				
	experiences that					
	enable	examine the				
	continuous professional	learning				
	development	strategies				
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		3.able to				
		examine the				
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		system used				
		by teachers				
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		lesson plans,				
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		materials and				
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9	have personality	1	obcorvetier		0%
9	have personality stability as a	1.able to	observation		0%
	prospective	examine the	and guided		
	prospective teacher,	curriculum and	practice		
	counselor.	learning tools	4 X 50		
	facilitator, as well as various	used by			
	as various	teachers			
	learning experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used			
		by teachers			
		4 able to assist			
		teachers in			
		developing			
		lesson plans,			
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		media,			
		teaching			
		materials and			
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		5.able to			
		examine the			
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		information			
		and			
		communication			
		technology in			
		learning			
		6.able to carry			
		out student			
		mentoring			
		tasks and			
		extracurricular			
		activities			
		7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			
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10	have personality	1	oboomictio		0%
10	stability as a	1.able to	observation and guided		0%
	prospective	examine the curriculum and	practice		
	teacher, counselor,	learning tools	4 X 50		
	facilitator, as well	used by			
	as various	teachers			
	learning experiences that	2.able to			
	enable	examine the			
	continuous	learning			
	professional	strategies			
	development	used by			
		teachers			
		3.able to			
		examine the			
		evaluation			
		system used by teachers			
		4.able to assist			
		teachers in			
		developing			
		lesson plans,			
		learning			
		media,			
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		materials and			
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		6.able to carry			
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		tasks and			
		extracurricular			
		activities 7.able to assist			
		teachers in			
		carrying out			
		teacher			
		administration			
		work tasks			
11	personality	able to carry out			0%
	stability as a	teaching exercises	4 X 50		070
	prospective	with the guidance of tutor teachers	guided		
	teacher, counselor,	and PLP	practice		
	facilitator, as well	supervisors, with			
	as various learning	the aim of experiencing the			
	experiences that	learning process			
	enable	directly, as well as			
	continuous	strengthening the			
	professional development	identity of prospective			
	- F	educators			
12	personality	able to carry out			0%
	stability as a	teaching exercises	4 X 50		•
	prospective	with the guidance of tutor teachers	guided		
	teacher, counselor,	and PLP	practice		
	facilitator, as well	supervisors, with			
	as various	the aim of experiencing the			
	learning experiences that	learning process			
	enable	directly, as well as			
	continuous professional	strengthening the identity of			
	development	prospective			
	•	educators			

13	personality stability as a prospective teacher, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
14	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
15	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators	4 X 50 guided practice		0%
16					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.
- 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.
- 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.