	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 Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Introduction to School Field I (PLP I)		8820901525		**T=1**	**P=0**	**ECTS=1.59**	4	July 18, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**	**Study Program Coordinator**
		....		....	Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	**Project Based Learning**
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 an understanding of the concept of general characteristics of students who will later become responsibilities in educational practice, organizational structure and school work procedures, school rules and regulations, ceremonial-formal activities at school, routine activities in the form of curricular activities, co-curricular and extra-curricular, and positive practices and habits in schools.

References	**Main :**
	1. Arend, R.I., 2012. Learning to Teach. New York: Mc Grow-Hill International Edition. 2. Hyland, Ken., & Wong, Lilian L. C. 2016. Innovation and Cange in English Language Education. London: Ruthledge. 3. Muliawan, Jasa Ungguh. 2017. 45 Model Pembelajaran Spektakuler. Jogjakarta: AR-Ruzz Media. 4. Mulyasa, E., 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: Remaja Rosdakarya. 5. Sani, Ridwan Abdullah. 2016. Inovasi Pembelajaran. Jakarta: Bumi Aksara. 6. Taniredja, Tukiran dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alfabeta. 7. Wena, Made. 2016. Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional. Jakarta: Bumi Aksara.
	Supporters:

Supporting lecturer	PENI PUSPITO Dr. Anik Juwariyah, M.Si. Dr. Arif Hidajad, S.Sn., M.Pd. Dr. Welly Suryandoko, 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	Identifying the general characteristics of students who will later become responsibilities in educational practice	Able to explain the general characteristics of students who will later become responsibilities in educational practice		Explanations, questions and answers, discussions and assignments 1 X 50			0%
2	Identify the organizational structure and work procedures of the school	Explain the organizational structure and work procedures of the school	**Criteria:** 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 1 X 50			0%
3	Identify school rules and regulations	Explain school rules and regulations	**Criteria:** 1.3: explanation of 3 characteristics is correct 2.2: explanation of 2 characteristics is correct 3.1: explanation of 1 characteristic is correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 1 X 50			0%
4	Identify ceremonial-formal activities at school	Explain the ceremonial-formal activities at school		Explanations, questions and answers, discussions and assignments 1 X 50			0%
5	Identify routine activities in the form of curricular, co-curricular and extra-curricular activities	Explain routine activities in the form of curricular, co-curricular and extra-curricular activities	**Criteria:** 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 1 X 50			0%
6	Identifying refractive practices and positive habits in schools	Explaining refractive practices and positive habits in schools	**Criteria:** 1.3: explanation of 3 characteristics is correct 2.2: explanation of 2 characteristics is correct 3.1: explanation of 1 characteristic is correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 1 X 50			0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%

14							0%
15							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.
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.