	Universitas Negeri Surabaya Faculty of Economics and Business, Bachelor of Science in Office Administration Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Learning Tools		8721003065		T=3	P=0	ECTS=4.77	6	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Brillian Rosy, S.Pd., M.Pd.	

Learning model	Project Based Learning
Program Learning Outcomes (PLO)	**PLO study program which 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	Students have knowledge, insight and competence in developing learning tools which include planning learning schedules, developing lesson plans, worksheets and teaching materials, evaluation tools and are able to implement them both in pseudo and real teaching for accounting subjects at SMK/MAK

References	**Main :**

1. Arends, Richard I. 2013. Belajar Untuk Mengajar. Buku 1. Jakarta: Salemba Empat
2. Arends, Richard I. 2013. Belajar Untuk Mengajar. Buku 2. Jakarta: Salemba Empat
3. Arsyad, Azhar. 2013. Media Pembelajaran. Jakarta: PT Raja Grafindo Persada.
4. Cruickshank, Donald R., Bainer Jenkins, Deborah., and Kim K. Metcalf . 2014. Perilaku Mengajar. Buku1. Jakarta: Salemba Empat
5. Cruickshank, Donald R., Bainer Jenkins, Deborah., and Kim K. Metcalf. 2014. Perilaku Mengajar. Buku 2. Jakarta: Salemba Empat
6. Djamarah, Syaiful Bahri. 1995. Strategi Belajar Mengajar.
7. Ibrahim, Muslim, dkk. 2000. Pembelajaran Kooperatif.
8. Ibrahim, Muslim, dkk. 2000 . Pengajaran Berdasarkan Masalah
9. Majid, Abdul. 2007. Perencanaan Pembelajaran. Bandung: Rosdakarya.
10. Mulyoto. 2013. Strategi Pembelajaran di Era Kurikulum 2013. Jakarta: Prestasi Pustaka.
11. Nur, Mohmmad, dkk. , 2000. Pengajaran Berpusat Kepada Siswa dan Pendekatan Konstruktivis Dalam Pengajaran.
12. Rusman. 2013. Model-Model Pembelajaran. Jakarta: PT Raja Grafindo Persada.
13. Sanjaya, Wina. 2013. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana.
14. Suprijono, Agus. 2009. Cooperative Learning. Teori dan Aplikasi PAIKEM.
15. Silberman, Melvin L. 2013. Active Learning. 101 Cara Belajar Siswa Aktif. Bandung: Nuansa Cendekia.
16. Setyosari, Punaji. 2013. Metode Penelitian Pendidikan dan Pengembangan. Jakarta: Kencana.
17. Trianto. 2009. Mendesain Model Pembelajaran Inovatif Progesif. Jakarta: Kencana.
18. Usman, Uzer. 1999. Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.
19. Kementrian Pendidikan dan Kebudayaan. 2013. Kurikulum 2013. kurikulum.kemdikbud.go.id/&lrm

Supporters:

	Supporting lecturer	Durinta Puspasari, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd. Novi Trisnawati, 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	Understanding the teaching profession	1. Explain the scope of the teaching profession 2. Explain the importance of the teaching profession 3. Identifying the characteristics of professional teachers 4. Explain the role and duties of the teacher	**Criteria:** Full marks are obtained if you do all the questions correctly. Score: Maximum 100	Approach: Student centered approach. Learning method: lecture, question and answer, and assignment Learning model: Problem Based Learning Learning strategy: Deductive, group-individual learning 3 X 50			0%
2	Understanding the 2013 curriculum study, choosing KI and KD	1. Explain the 2013 curriculum study. 2. Describe the meaning of KI and KD3. Identify KI and KD4. Provide examples of the application of KI and KD in the 2013 curriculum	**Criteria:** Maximum test score: 100 Full marks if the student is able to answer correctly	Approach: Student centered approach Learning methods: lectures, questions and answers, and assignments Learning models: Problem Based Learning Learning strategies: Deductive, group-individual learning 3 X 50			0%
3	Describe basic teaching skills	1. explain the activities to open and close the lesson 2. Simulates the activities of opening and closing a lesson	**Criteria:** maximum score 100	lecture and practice 3 X 50			0%
4	describe asking and explaining skills	1. explain explanation skills2. explain questioning skills	**Criteria:** maximum score 100	practical lecture 6 X 50			0%
5	describe asking and explaining skills	1. explain explanation skills2. explain questioning skills	**Criteria:** maximum score 100	practical lecture 6 X 50			0%
6	Describe the skill of providing reinforcement. Describe the skill of providing variety in teaching	1. explain the skill of providing reinforcement 2 explain the skill of providing teaching variety	**Criteria:** maximum score 100	practical lecture 3 X 50			0%
7	Describe the skill of providing reinforcement. Describe the skill of providing variety in teaching	1. explain the skill of providing reinforcement 2 explain the skill of providing teaching variety	**Criteria:** maximum score 100	practical lecture 3 X 50			0%

No							Percentage
8	UTS		**Criteria:** maximum score 100	3 X 50			0%
9	describe basic teaching skills	1. describe the skills of guiding small groups. describe managing the classroom	**Criteria:** maximum score 100	practical lecture 6 X 50			0%
10	describe basic teaching skills	1. describe the skills of guiding small groups. describe managing the classroom	**Criteria:** maximum score 100	practical lecture 6 X 50			0%
11	describe basic teaching skills	explain small group and individual teaching skillsdescribe microteaching	**Criteria:** maximum score 100	practical lecture 9 X 50			0%
12	describe basic teaching skills	explain small group and individual teaching skillsdescribe microteaching	**Criteria:** maximum score 100	practical lecture 9 X 50			0%
13	describe basic teaching skills	explain small group and individual teaching skillsdescribe microteaching	**Criteria:** maximum score 100	practical lecture 9 X 50			0%
14	describe microteaching	practice micro-teaching	**Criteria:** maximum score 100	practical lecture 3 X 50			0%
15	describe microteaching	practice micro-teaching	**Criteria:** maximum score 100	practical lecture 3 X 50			0%
16	UAS			3 X 50			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.