| | Universitas Negeri Surabaya<br>Faculty of Economics and Business,<br>Bachelor of Science in Office Administration Education Study Program | Document Code |
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## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| Learning Planning | | 8721002128 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 3 | July 17, 2024 |
| AUTHORIZATION | | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | Ruri Nurul Aeni Wulandari, S.Pd., M.Pd | | Durinta Puspasari, S.Pd., M.Pd | | | Brillian Rosy, S.Pd., M.Pd. | |

| Learning model | **Project Based Learning** |
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| Program Learning Outcomes (PLO) | **PLO study program that is charged to the course** |
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| | **Program Objectives (PO)** |
| | **PO - 1** — Able to demonstrate a responsible attitude towards work in reviewing the development of learning planning independently |
| | **PO - 2** — Able to apply and analyze learning theories and make planning steps in learning |
| | **PO - 3** — Able to utilize learning resources to solve problems in comprehensive learning planning in accordance with developments in science and technology |
| | **PLO-PO Matrix** |

| P.O |
|---|
| PO-1 |
| PO-2 |
| PO-3 |

**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 |
| PO-1 | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | |

| Short Course Description | Learning Planning course which provides understanding, knowledge and experience to students through studying, discussing and applying the meaning, benefits of learning planning, learning development models, learning strategies, developing teaching materials, designing media, methods and assessment, curriculum analysis, preparing learning tools which includes the syllabus, learning implementation plan. Lectures are carried out using a system of presentations, discussions, project assignments and reflection. |
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| References | **Main :** |
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1. Ibrahim, Muslimin. (2014). Model Pembelajaran Inovatif Melalui Pemaknaan
2. Ananda, Rusydi. (2019). Perencanaan Pembelajaran. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia
3. Hanum, Latifah. (2017). Perencanaan Pembelajaran. Banda Aceh: Syiah Kuala University Press
4. Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Desain dan Perencanaan Pembelajaran

**Supporters:**

1. Muhamad Nur, 2005, Model Pembelajaran Langsung dan Kooperatif. Surabaya: Unipres
2. Abdul Majid, 2007. Perencanaan Pembelajaran. Jakarta: Rineka Cipta
3. Haryanto, 2005. Perencanaan Pengajaran, Jakarta

| | Supporting lecturer | Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Durinda Puspasari, S.Pd., M.Pd. Durinta Puspasari, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd. Fitriana Rahmawati, M.Pd. | | | | | | |
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| 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 and explain basic concepts, benefits, components, criteria and variables in the learning system | 1.1. Understand and explain basic concepts 2.2. Formulate benefits and learning components 3.3. Explain the criteria and variables in the learning system | **Criteria:** 1.Non Test: • make a resume of meetings 1-2 2.Non Test:• create a syllabus individually **Form of Assessment** : Participatory Activities | 1. Lecture 2. Discussion 3. PBL 2 X 50 | Elearning: Learning Model : Direct Learning, Method: Lecture, Discussion, Presentation Media: Google classroom and Whatsapp group 2 X 50 | **Material:** basic concepts, benefits, components, criteria and variables in the learning system **Reader:** *Ananda, Rusydi. (2019). Learning Planning. Medan: Institute for Concern for the Development of Indonesian Education* **Material:** syllabus **Reference:** *Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta* | 2% |
| 2 | Understand and explain basic concepts, benefits, components, criteria and variables in the learning system | 1.1. Understand and explain basic concepts 2.2. Formulate benefits and learning components 3.3. Explain the criteria and variables in the learning system | **Criteria:** 1.Non Test: • make a resume of meetings 1-2 2.Non Test:• create a syllabus individually **Form of Assessment** : Participatory Activities | 1. Lecture 2. Discussion 3. PBL 2 X 50 | Elearning: Learning Model : Direct Learning, Method: Lecture, Discussion, Presentation Media: Google classroom and Whatsapp group 2 X 50 | **Material:** basic concepts, benefits, components, criteria and variables in the learning system **Reader:** *Ananda, Rusydi. (2019). Learning Planning. Medan: Institute for Concern for the Development of Indonesian Education* **Material:** syllabus **Reference:** *Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta* | 2% |
| 3 | Able to understand and explain concepts, benefits and functions, criteria, steps for preparing learning plans | 1.1. Understand and explain basic concepts 2.2. Explain the benefits, functions, criteria and steps for preparing learning components | **Criteria:** Non Test: • Develop steps for preparing learning planning **Form of Assessment** : Participatory Activities | 1. Lecture 2. Discussion 3. PBL 2 X 50 | Learning Model : Direct Learning, PBL Method: Lecture, Discussion, Presentation Media: Google classroom and Whatsapp group 2 X 50 | **Material:** concept, benefits and functions, criteria, steps for preparing learning planning. **Reader:** *Hanum, Latifah. (2017). Learning Planning. Banda Aceh: Syiah Kuala University Press* | 3% |

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| 4 | Understand and explain the nature and development of planning programs | 1.1. Describe the nature of planning<br>2.2. Explain the development of planning programs | **Criteria:**<br>1. Develop the essence of planning program development and summarize RPS 4-5<br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. PBL<br>4. Cooperative<br>2 X 50 | Learning Model : Direct Learning, Case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** essence and development of planning programs<br>**References:** *Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Learning Design and Planning* | 3% |
| 5 | Understand and explain the nature and development of planning programs | 1.1. Describe the nature of planning<br>2.2. Explain the development of planning programs | **Criteria:**<br>1. Develop the essence of planning program development and summarize RPS 4-5<br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. PBL<br>4. Cooperative<br>2 X 50 | Learning Model : Direct Learning, Case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** essence and development of planning programs<br>**References:** *Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Learning Design and Planning*<br><br>**Material:** 3<br>**Library:** | 3% |
| 6 | Understand and explain the competency achievement-oriented learning system design model (DSI-PK) | 1. Describe the competency achievement-oriented learning system design model (DSI-PK) | **Criteria:**<br>• Develop a learning system design model and summarize RPS 6<br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. PBL<br>4. Cooperative<br>2 X 50 | Learning Model : Direct Learning, Case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** competency achievement oriented learning system design (DSI-PK)<br>**References:** *Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Learning Design and Planning* | 3% |
| 7 | Understand and explain the meaning, steps and sources of needs analysis | 1.1. Understand the meaning of needs analysis<br>2.2. Identify the steps of needs analysis<br>3.3. Explain the source of needs analysis | **Criteria:**<br>Non Test: Analyze sources of needs analysis and RPS 7 material resume<br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. Case study<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, discussion<br><br>Media: Google classroom and WhatsApp group<br>2 X 50 | **Material:** definition, steps and sources of needs analysis.<br>**References:** *Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Learning Design and Planning* | 3% |
| 8 | UTS | UTS | **Criteria:**<br>UTS<br>**Form of Assessment** : Test | UTS<br>2 X 50 | UTS<br>2 X 50 | **Material:** -<br>**Library:** | 10% |

| 9 | Able to understand and explain the formulation of objectives and competencies | 1. Understand the formulation of objectives and competencies | **Criteria:** The division of 5 groups into 1 class is divided evenly according to the existing RPS materials<br><br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. Project Based Learning<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** understand and explain the formulation of objectives and competencies<br>**Reader:** *Ibrahim, Muslimin. (2014). Innovative Learning Model Through Meaning* | 3% |
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| 10 | Able to understand and explain the nature, source and packaging of material | 1.1. Explain the nature of matter<br>2.2. Identify the source material<br>3.3. Understand material packaging | **Criteria:** Discuss examples of material packaging<br><br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. Project Based Learning<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** nature, sources and packaging of material<br>**Reference:** *Muhamad Nur, 2005, Direct and Cooperative Learning Model. Surabaya: Unipres* | 3% |
| 11 | Able to understand and explain the stages of developing learning experiences, strategies and learning methods | 1.1. Explain the stages of developing a learning experience<br>2.2. Detail strategies for developing learning experiences<br>3.3. Explain learning methods | **Criteria:** • Analyze the stages of development of learning experiences<br><br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. Project Based Learning<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** development of learning experiences, learning strategies and methods<br>**References:** *Ananda, Rusydi. (2019). Learning Planning. Medan: Institute for Concern for the Development of Indonesian Education* | 3% |
| 12 | Understand and explain the function, classification, characteristics, principles of media and learning resources | 1.1. Describe the function of learning resources<br>2.2. Explain the classification of learning resources<br>3.3. Understand the characteristics of learning resources<br>4.4. Identify the principles of media and learning resources | **Criteria:** • Discuss learning principles and resources<br><br>**Form of Assessment** : Participatory Activities | 1. Lecture<br>2. Discussion<br>3. Project Based Learning<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** function, classification, characteristics, media principles and learning resources<br>**Reader:** *Hanum, Latifah. (2017). Learning Planning. Banda Aceh: Syiah Kuala University Press* | 3% |
| 13 | Understand and explain tests and learning evaluation | 1.1. . Describe a learning test<br>2.2. Identify learning evaluation | **Criteria:** • Make learning evaluations in accordance with the RPS that has been carried out<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | 1. Lecture<br>2. Discussion<br>3. Project Based Learning<br>2 X 50 | Learning Model : Direct Learning, case study<br><br>Method: Lecture, Discussion, Presentation<br><br>Media: Google classroom and Whatsapp group<br>2 X 50 | **Material:** tests and learning evaluation<br>**Readers:** *Rudi Ahmad Suryadi, Aguslani Mushlih. (2019). Learning Design and Planning* | 3% |

| 14 | Understand and explain student development, and the application of each aspect of development in the learning process | 1.1. Describe student development 2.2. Apply every aspect of development in the learning process | **Criteria:** • Develop the learning process in accordance with the RPS that has been carried out **Form of Assessment** : Participatory Activities | 1. Lecture 2. Discussion 3. Project Based Learning 2 X 50 | Learning Model : Direct Learning, case study Method: Lecture, Discussion, Presentation Media: Google classroom and Whatsapp group 2 X 50 | **Material:** student development, and the application of each aspect of development in the learning assessment process. **Reference:** *Ananda, Rusydi. (2019). Learning Planning. Medan: Institute for Concern for the Development of Indonesian Education* | 3% |
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| 15 | Able to design Learning Implementation Plans | 1. Present the results of the learning implementation planning design | **Criteria:** • Create a lesson plan and present the results of the learning implementation planning design **Form of Assessment** : Participatory Activities | 1. Lecture 2. Discussion 3. Project Based Learning 2 X 50 | Learning Model : Direct Learning, case study Method: Lecture, Discussion, Presentation Media: Google classroom and Whatsapp group 2 X 50 | **Material:** student development, and the application of each aspect of development in the learning assessment process. **Reference:** *Ananda, Rusydi. (2019). Learning Planning. Medan: Institute for Concern for the Development of Indonesian Education* | 3% |
| 16 | Final School Examination (UAS) | Develop learning program plans in accordance with innovative and thematic learning models in inclusive elementary schools | **Criteria:** 4 marks if the lesson plan is complete and correct, 3 marks if the lesson plan is complete but wrong, 2 marks if the lesson plan is incomplete and wrong **Form of Assessment** : Project Results Assessment / Product Assessment | Final School Examination (UAS) 2 X 50 | Final School Examination (UAS) 2 X 50 | **Material:** - **Library:** | 50% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|---|---|---|
| 1. | Participatory Activities | 38.5% |
| 2. | Project Results Assessment / Product Assessment | 51.5% |
| 3. | Test | 10% |
| | | 100% |

**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.