



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Educational Management Development Seminar	8620402129	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	8	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Syunu Trihantoyo, 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			
Short Course Description	This course examines the meaning and understanding as well as the application of seminars in the field of Educational Management (MP) through scientific learning				
References	Main :				
	1. Sukardi, 2004. Metodologi Penelitian Pendidikan. Percetakan Bumi Aksara : Jakarta. 2. Saifuddin Azwar, 1999. Metode Penelitian. Percetakan Pustaka Pelajar : Yogyakarta 3. Sumanto, 1990. Metodologi Penelitian Sosial dan Pendidikan. Percetakan Andi Offset : Yogyakarta 4. Format-format Penelitian Sosial. Percetakan : Yogyakarta				
	Supporters:				
Supporting lecturer	Dr. Erny Roesminingsih, M.Si. Dr. Amrozi Khamidi, S.Pd., M.Pd. Dr. Karwanto, S.Ag., M.Pd. Dr. Muhamad Sholeh, S.Pd., M.Pd. Dr. Nunuk Hariyati, S.Pd., M.Pd. Dr. Ima Widiyanah, M.Pd. Supriyanto, S.Pd., M.Pd. Syunu Trihantoyo, S.Pd., M.Pd. Dr. Mohammad Syahidul Haq, S.Pd., M.Pd. Dr. Kaniati Amalia, M.Pd. Windasari, S.Pd., M.Pd. Dr. Ayu Wulandari, S.Pd., M.Pd. Ainur Rifqi, S.Pd., M.Pd. Shelly Andari, S.Pd., M.Pd. Dr. Mufarrihul Hazin, S.Pd.I., M.Pd. Aditya Chandra Setiawan, 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	Students are able to design research proposals correctly	1.students are able to formulate research background 2.Students are able to formulate problem formulations 3.students are able to formulate research objectives 4.students are able to determine research variables	Criteria: 1.A = Very Good 2.B = Good 3.C = Enough 4.D = Not Good	direct inquiry learning 2 X 50			0%
2	Students are able to make theoretical studies based on problem formulation	1.Students are able to make theoretical studies 2.students are able to write quotations correctly	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good	assignment 2 X 50			0%
3	students are able to design research methods	1.students are able to determine the type of research 2.students are able to determine the instrument 3.students are able to determine data analysis	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good	inquiry assignment 2 X 50			0%
4	Students are able to carry out seminars according to their respective job descriptions	1.Students are able to present research proposals in seminars 2.Students are able to refute and provide suggestions on the proposals presented 3.students are able to become moderators 4.students are able to become seminar leaders	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good	2 X 50 performance simulation			0%

5	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
6	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 simulation			0%
7	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%

8	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
9	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
10	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%

11	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
12	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
13	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%

14	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
15	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			0%
16	Students are able to carry out seminars according to their respective job descriptions	<p>1.Students are able to present research proposals in seminars</p> <p>2.Students are able to refute and provide suggestions on the proposals presented</p> <p>3.students are able to become moderators students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p>	2 X 50 performance simulation			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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.