	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
Self-development		8620402095				T=2	P=0	ECTS=3.18	6	July 18, 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

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 discusses the nature and scope of self-development and its applications.

References	**Main :**
	1. Harefa, Andreas. 2007. Seri Ketrampilan Praktis Presentasi Efektif. Andi Publisher. 2. Hutagalung, I. 2007. Pengembangan Kepribadian. Jakarta: PT. Indeks. 3. John Adair and Melanie Allen. 2015. Time management and personal development . London. Thorogood Publishing Ltd. 4. Sedarmayanti. 2010. Pengembangan Kepribadian pegawai. Bandung: CV. Mandar Maju. 5. Winarti, Euis. 2016. Pengembangan Kepribadian. Jakarta. Graha Ilmu.
	Supporters:

Supporting lecturer	Dr. Amrozi Khamidi, S.Pd., M.Pd. Ainur Rifqi, 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 can understand the objectives of the lecture. Students can understand the meaning and dynamics of personality.	1. Students can understand the lecture learning contract for self-development. 2. Students can explain the meaning of personality	**Criteria:** Task	Contextual Instruction 2 X 50			0%

2	Students can get to know themselves, so they can know their strengths and weaknesses. Apart from that, students can understand the meaning of feedback and can use it appropriately in order to understand themselves.	1.Students can explain self-introduction 2.Students can explain the meaning of feedback 3.Students can explain receiving feedback	**Criteria:** Task	Cooperative Learning 2 X 50			0%
3	Students can get to know themselves, so they can know their strengths and weaknesses. Apart from that, students can understand the meaning of feedback and can use it appropriately in order to understand themselves.	1.Students can explain self-introduction 2.Students can explain the meaning of feedback 3.Students can explain receiving feedback	**Criteria:** Task	Cooperative Learning 2 X 50			0%
4	Students have a positive attitude in dealing with situations	1.Students can explain the meaning of a positive attitude 2.Students can understand the suitability of attitudes and behavior 3.Students are able to differentiate between positive attitudes and negative attitudes	**Criteria:** Task	Cooperative Learning 2 X 50			0%
5	Students have a positive attitude in dealing with situations	1.Students can explain the meaning of a positive attitude 2.Students can understand the suitability of attitudes and behavior 3.Students are able to differentiate between positive attitudes and negative attitudes	**Criteria:** Task	Cooperative Learning 2 X 50			0%
6	Students can understand the importance of effective communication with other people and can recognize and be able to be assertive in communication.	1.Students can describe the meaning of communication and effective communication 2.Students can understand communication ethics 3.Students are able to understand listening techniques 4.Students can explain communication styles	**Criteria:** Task	Cooperative Learning 2 X 50			0%

7	Students can understand the meaning of the ability to interact between individuals in an effort to develop personal qualities.	1.Students can explain the meaning of interpersonal relationships 2.Students can understand the factors that influence interpersonal relationships 3.Students have the competence to manage conflict in interpersonal relationships 4.Students can explain interpersonal development	**Criteria:** Task	Cooperative Learning 2 X 50			0%
8	Students can understand the meaning of the ability to interact between individuals in an effort to develop personal qualities.	1.Students can explain the meaning of interpersonal relationships 2.Students can understand the factors that influence interpersonal relationships 3.Students have the competence to manage conflict in interpersonal relationships 4.Students can explain interpersonal development	**Criteria:** Task	Cooperative Learning 2 X 50			0%
9	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
10	Students can understand the importance of managing time so that it is expected to suit the situation and conditions of each individual.	1.Students can explain time management 2.Students can understand the process of effective time management 3.Students have the competence to manage the use of time 4.Students can understand the efficiency and effectiveness of time	**Criteria:** Task	Cooperative LearningCase Study 2 X 50			0%
11	Students can understand the importance of managing time so that it is expected to suit the situation and conditions of each individual.	1.Students can explain time management 2.Students can understand the process of effective time management 3.Students have the competence to manage the use of time 4.Students can understand the efficiency and effectiveness of time	**Criteria:** Task	Cooperative LearningCase Study 2 X 50			0%

12	Students can understand the meaning of the ability to interact between individuals in an effort to develop personal qualities	1.Students can explain the meaning of motivation 2.Students can understand various types of motivation 3.Students have the competence to increase motivation 4.Students are able to make long-term targets 5.Students are able to understand strategies for achieving targets	**Criteria:** Task	Cooperative Learning 2 X 50			0%
13	Students can understand the meaning of the ability to interact between individuals in an effort to develop personal qualities	1.Students can explain the meaning of motivation 2.Students can understand various types of motivation 3.Students have the competence to increase motivation 4.Students are able to make long-term targets 5.Students are able to understand strategies for achieving targets	**Criteria:** Task	Cooperative Learning 2 X 50			0%
14	Students can understand how to make presentations and are able to make presentations.	1.Students can explain the meaning of presentation skills 2.Students can understand the things that need to be considered in a presentation 3.Students have the competence to make effective presentations	**Criteria:** Task	Contextual InstructionPractice 2 X 50			0%
15	Students can understand how to make presentations and are able to make presentations.	1.Students can explain the meaning of presentation skills 2.Students can understand the things that need to be considered in a presentation 3.Students have the competence to make effective presentations	**Criteria:** Task	Contextual InstructionPractice 2 X 50			0%
16	UAS	UAS	**Criteria:** UAS	UAS 2 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.