	Universitas Negeri Surabaya **Faculty of Education,** **Educational Technology Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
INTRODUCTION TO THE SCHOOL FIELD I	8620301166		**T=0**	**P=1**	**ECTS=1.59**	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Utari Dewi, S.Sn., 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 introduces and develops students' basic knowledge about the curriculum, its development and implementation in the education system through collaborative learning.

References	**Main :**
	1. Barbazette, Jean. 2006. Training Needs Assessment: Methods, Tools, and Techniques. CA: Pfeiffer. 2. Gupta, Kavita, Catherine M. Sleezer, dan Darlene F. Russ. 2007. Practical Guide to Needs Assessment. Ed.2. CA: John Wiley & Sons, Inc. 3. Royse, David, Michele Staton-Tindall, Karen Badger, dan J. Matthew Webster. 2009. Need Assessment. Oxford, NY.
	Supporters:

Supporting lecturer	Dr. Utari Dewi, S.Sn., M.Pd. Dr. Andi Kristanto, 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	Clarify the meaning of needs analysis	Able to differentiate between wants and needs. Able to clarify the meaning of needs analysis	**Criteria:** 1. A = Very Good 2. B = Good 3. C = Fairly good 4. D = Not Good	Hands-on learning; questions and answers 2 X 50			0%
2	Clarify the purpose of needs analysis. Discuss the approach to needs analysis	Able to clarify the purpose of needs analysis. Able to describe 4 approaches to needs analysis	**Criteria:** conformity with the concept	Hands-on learning; questions and answers 2 X 50			0%
3	Clarify performance analysis	Able to clarify the meaning of performance analysis. Able to clarify the purpose of needs analysis. Clarifying performance analysis strategies	**Criteria:** conformity with the concept	Hands-on learning; questions and answers 2 X 50			0%
4	Describe the needs analysis process	Able to explain the needs analysis process in a coherent manner	**Criteria:** conformity with the concept	Assignment Discussion Questions and answers 2 X 50			0%
5	Describe the 5 stages in conducting a needs analysis	Able to describe the preparation stages in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
6	Describe the 5 stages in conducting a needs analysis	Able to describe the information gathering stage in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
7	Describe the 5 stages in conducting a needs analysis	Able to describe the analysis stages in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
8	Describe the 5 stages in conducting a needs analysis	Able to describe the analysis stages in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
9	Describe the 5 stages in conducting a needs analysis	Able to describe the reporting stage of needs analysis results in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
10	Describe the 5 stages in conducting a needs analysis	Able to describe the needs analysis evaluation stage in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%

No	Sub-PO	Indicator	Assessment Criteria	Form of Learning / Assignment			Weight
11	Describe the 5 stages in conducting a needs analysis	Able to describe the preparation stages in needs analysis	**Criteria:** 1. conformity with the concept 2. ability to answer questions 3. ability in group discussions	Assignment Discussion Questions and answers 2 X 50			0%
12	Formulate a needs analysis proposal	Able to make needs analysis proposals	**Criteria:** 1. conformity with the concept 2. ability in group discussions	assignment 2 X 50			0%
13	Formulate a needs analysis proposal	Able to make needs analysis proposals	**Criteria:** 1. conformity with the concept 2. ability in group discussions	assignment 2 X 50			0%
14	Able to formulate needs analysis	Able to determine gaps. Able to determine needs. Able to plan solutions to fulfill needs	**Criteria:** 1. A = Very Good 2. B = Good 3. C = Fairly good 4. D = Not Good	2 X 50 Discussion Observation Assignment			0%
15	Able to formulate needs analysis	Able to determine gaps. Able to determine needs. Able to plan solutions to fulfill needs	**Criteria:** 1. A = Very Good 2. B = Good 3. C = Fairly good 4. D = Not Good	2 X 50 Discussion Observation Assignment			0%
16	Able to formulate needs analysis	Able to determine gaps. Able to determine needs. Able to plan solutions to fulfill needs	**Criteria:** 1. A = Very Good 2. B = Good 3. C = Fairly good 4. D = Not Good	2 X 50 Discussion Observation Assignment			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.