



**Universitas Negeri Surabaya  
Faculty of Education,  
Undergraduate Study Program in Out-of-School Education**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Learning Theory	8620502212		T=2 P=0 ECTS=3.18	3	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																
	.....		.....		Rivo Nugroho, S.Pd., M.Pd.																																
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>				P.O																															
P.O																																					
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Schunk, D.H. 2012. Learning Theories An Educational Perspective ,Sixth Edition.(Indonesian Translation). Yogyakarta: Pustaka Pelajar.</li> <li>2. Sudjana. 2000. Strategi Pembelajaran. Bandung: Falah Production.</li> <li>3. Soetopo, Hendyat. 2005. Pendidikan dan Pembelajaran. Malang:UMMPress</li> </ol> <p><b>Supporters:</b></p>																																				
<b>Supporting lecturer</b>	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Rivo Nugroho, S.Pd., M.Pd. Widya Nusantara, S.Pd., M.Pd.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Students understand the concepts of educational philosophy and ideology	Students can explain various philosophical concepts and educational ideologies	<b>Criteria:</b> Students graduate when they explain various philosophical concepts and educational ideologies	- Lecture - Discussion 3 X 50			0%
2	Students understand the politics of education played by the state	Students can describe the Education Politics played by the authorities	<b>Criteria:</b> Students graduate if they can describe the Educational Politics played by the authorities	- Lecture - Discussion 3 X 50			0%
3	Students understand the concept of critical education	1. Students can explain the concept of critical education. 2. Students can compare the concept of critical education with other educational concepts	<b>Criteria:</b> 1. Students graduate if they can: 2.1. Students can explain the concept of critical education. 3.2. Students can compare the concept of critical education with other educational concepts	- Lecture - Discussion 3 X 50			0%
4	Students understand the concepts of problem-facing education and critical education.	1. Students can explain the concept of education facing problems. 2. Students can compare the concept of education facing problems with the banking style. 3. Students can explain the concept of critical education, liberating education. 4. Students can explain the comparison between critical education and education that binds them.	<b>Criteria:</b> 1. Students graduate if: 2. Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style. 3.3. Students can explain the Critical Education Concept of liberating education	- Presentation - Discussion 3 X 50			0%

5	Students understand the concepts of problem-facing education and critical education.	1. Students can explain the concept of education facing problems. 2. Students can compare the concept of education facing problems with the banking style. 3. Students can explain the concept of critical education, liberating education. 4. Students can explain the comparison between critical education and education that binds them.	<b>Criteria:</b> 1. Students graduate if: 2. Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style. 3.3. Students can explain the Critical Education Concept of liberating education	- Presentation - Discussion 3 X 50			0%
6	Students understand Educational Methodology	1. Students can explain the educational methodology 2. Students can explain the educational curriculum 3. Students can explain liberating educational strategies	<b>Criteria:</b> 1. Students graduate if: 2.1. Students can explain the Education Methodology 3.2. Students can explain the educational curriculum. 4.3. Students can describe liberating educational strategies	- Presentation - Discussion 3 X 50			0%
7	Students understand Educational Methodology	1. Students can explain the educational methodology 2. Students can explain the educational curriculum 3. Students can explain liberating educational strategies	<b>Criteria:</b> 1. Students graduate if: 2.1. Students can explain the Education Methodology 3.2. Students can explain the educational curriculum. 4.3. Students can describe liberating educational strategies	- Presentation - Discussion 3 X 50			0%
8	UTS			3 X 50			0%

9	Students understand Training Management	1. Students are able to explain how to manage a training. 2. Students are able to present a training plan for the community. 3. Students are able to present a community training curriculum. 4. Students can present themselves as facilitators	<b>Criteria:</b> 1.1. Students graduate if: Students are able to explain how to manage a training. 2.2. Students are able to present a training plan for the community. 3.3. Students are able to present a community training curriculum. 4.4. Students can present themselves as facilitators	- Presentation - Discussion 3 X 50			0%
10	Students understand Training Management	1. Students are able to explain how to manage a training. 2. Students are able to present a training plan for the community. 3. Students are able to present a community training curriculum. 4. Students can present themselves as facilitators	<b>Criteria:</b> 1.1. Students graduate if: Students are able to explain how to manage a training. 2.2. Students are able to present a training plan for the community. 3.3. Students are able to present a community training curriculum. 4.4. Students can present themselves as facilitators	- Presentation - Discussion 3 X 50			0%
11	Students are skilled at processing training media	1. Students can prepare learning media equipment for training. 2. Students can create locality-based media	<b>Criteria:</b> 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media	- Simulation, - Presentation - Discussion 3 X 50			0%
12	Students are skilled at processing training media	1. Students can prepare learning media equipment for training. 2. Students can create locality-based media	<b>Criteria:</b> 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media	- Simulation, - Presentation - Discussion 3 X 50			0%
13	Students are skilled at processing training media	1. Students can prepare learning media equipment for training. 2. Students can create locality-based media	<b>Criteria:</b> 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media	- Simulation, - Presentation - Discussion 3 X 50			0%
14	Students are skilled at creating educational visualizations	Students can present learning results in the form of Educational Visualization	<b>Criteria:</b> Students graduate if they can present their learning results in the form of Educational Visualization	- Simulation - Presentation - Discussion 3 X 50			0%

15	Students are skilled at creating educational visualizations	Students can present learning results in the form of Educational Visualization	<b>Criteria:</b> Students graduate if they can present their learning results in the form of Educational Visualization	- Simulation - Presentation - Discussion 3 X 50			0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.