	Universitas Negeri Surabaya Faculty of Engineering , Electrical Engineering Education Undergraduate Study Program					Document Code
	SEMESTER LEARNING PLAN					

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Learning Planning		8320103106				T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Nur Kholis, S.T., M.T.

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	Conduct studies and provide an understanding of the concept of instructional planning and development, instructional development models, the role of learning theory, learning media, and learning evaluation, preparing syllabi and lesson plans for Electrical Power Engineering Skills in accordance with the current curriculum (KTSP and 2013 Curriculum) . The methods used are discussions, paper assignments, and presentations.

References	**Main :**

1. Abdul Gafur. 1989. DesainInstruksional . Solo: Tiga Serangkai.
2. Mulyasa. 2004. Kurikulum Tingkat Berbasis Kompetensi (KBK) . Bandung:Remaja Rosdakarya.
3. Mulyasa. 2007. Kurikulum TingkatSatuan Pendidikan . Bandung: Remaja Rosdakarya. 4. Mulyasa2014. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT. Remaja Rosdakarya.
4. Wina Sanjaya. 2008. Perencanaandan Desain Sistem Pembelajaran . Jakarta: Kencana.
5. Sani Ridwan, Abdulloh. 2014. Pembelajaran Saintifik untukImplementasi Kurikulum 2013. Jakarta: Bumi Aksara
6. Ivor K. 1986. Pengelolaan Belajar. Diterjemahkan oleh: Setijadi. Jakarta: Rajawali.
7. Reigeluth, Charles M. 1999. Instructional - Design Theories Models, Volume II A New Paradigm of Instructional Theory. London: Lawrence Earlbaum Associates.

	Supporters:

Supporting lecturer	Dr. Hj. Euis Ismayati, M.Pd. Dr. Agus Budi Santoso, M.Pd. Dr. Meini Sondang Sumbawati, M.Pd. Fendi Achmad, 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 understand the basic concepts of planning and learning planning. Students are able to understand the instructional design systems approach	- Explain the basic concepts of planning and learning planning - Explain the objectives and benefits of planning and learning planning. - Describe the scope of planning and learning planning. - Explain the definition of an instructional design system - Explain several types of instructional design systems - Explain the steps for developing the PPSI model Dick & Carry Briggs and J.E. Kemp.	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments Lectures, discussions, questions and answers, exercises and assignments 6 X 50			0%
2							0%
3	Students are able to describe teaching development models	Describe the teaching development model	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
4	Students are able to describe the basic concepts of KTSP	Describe the basic concept of KTSP	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
5	Students are able to describe the basic concepts of the 2013 Curriculum	Describe the basic concepts of the 2013 Curriculum	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
6	Students are able to describe the requirements and methods for developing teaching materials, media and evaluation.	Describe the requirements and methods for developing teaching materials, media and evaluation.	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%

7	Students are able to describe the requirements and methods for developing teaching materials, media and evaluation.	Describe the requirements and methods for developing teaching materials, media and evaluation.	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
8	UTS (attached)	UTS (attached)	**Criteria:** Compliance with the answer key	UTS (attached) 2 X 50			0%
9	Students are able to prepare a syllabus according to KTSP	Able to prepare a syllabus according to KTSP	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
10	Students are able to prepare a lesson plan structure according to KTSP	Able to prepare the RPP structure according to KTSP	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
11	Students are able to prepare a lesson plan structure according to KTSP	Able to prepare the RPP structure according to KTSP	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
12	Students are able to prepare a syllabus according to the 2013 curriculum	Able to prepare a syllabus according to the 2013 curriculum	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
13	Students are able to prepare a lesson plan structure according to the 2013 curriculum	Able to prepare a lesson plan structure according to the 2013 curriculum	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%

14	Students are able to prepare a lesson plan structure according to the 2013 curriculum	Able to prepare a lesson plan structure according to the 2013 curriculum	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
15	Students are able to prepare teaching materials, media and evaluations	Able to prepare teaching materials, media and evaluation	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
16	Students are able to prepare teaching materials, media and evaluations	Able to prepare teaching materials, media and evaluation	**Criteria:** a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures	Lectures, discussions, questions and answers, exercises and assignments 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.