



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight		SEMESTER	Compilation Date																																										
Instructional Design	8820303089	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5 July 17, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that 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: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																									
P.O																																																
	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: 30px; height: 20px;">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	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	Description : This subject aims to be able to design a lesson plan, starting from designing the indicators, selecting the materials, method/technique, media, designing teaching and learning process, up to evaluation. The lesson plan designed is based on the recent curriculum for an English program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. References : 2. (1). Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 3. (2) Depdiknas. 2013. Kurikulum 2013. Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 4. (3). Dubin, F. & Olstain, E. 1986. Course Design: Developing Program and Materials for Language Learning. Cambridge: CUP 5. (4). Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES 6. (5) Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge 7. (6). Susanto. (2008). Penyusunan silabus dan RPP berbasis visi KTSP. Surabaya: Mata Pena. 																																															
	Supporters:																																															
Supporting lecturer	Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Anis Trisusana, S.S., 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	To understand the principles of teaching learning tools	1. Mention the principles of teaching learning tools from some theories 2. Explain the principles of teaching learning tools from some theories 3. Identify the principles of teaching learning tools used for Indonesia curriculum	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions.	Lecturing, discussing, questioning and answering 3 X 50			0%
2	To analyze 2013 Curriculum	1. Explain the components of curriculum. 2. Compare between 2006 curriculum and 2013 curriculum. 3. Analyze SKL, KI, KD.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions.	Lecturing, discussing, questioning and answering 3 X 50			0%
3	To have an ability to construct the syllabus based on the 2013 Curriculum	1. Analyze the concept of syllabus. 2. Identify the components in syllabus. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Select the materials.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students presentation should be in line with the presentation rubric	Lecturing, discussing, questioning and answering, presentation 3 X 50			0%
4	To have an ability to construct the syllabus based on the 2013 Curriculum	1. Analyze the concept of syllabus. 2. Identify the components in syllabus. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Select the materials.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students presentation should be in line with the presentation rubric	Lecturing, discussing, questioning and answering, presentation 3 X 50			0%
5	To have an ability to construct the syllabus based on the 2013 Curriculum	1. Explain the teaching and learning activities. 2. Mention the time allotment. 3. Mention types of assessment used. 4. Mention the sources and media used.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions.	Lecturing, discussing, questioning and answering 3 X 50			0%
6	To have an ability to construct the syllabus based on the 2013 Curriculum	1. Explain the teaching and learning activities. 2. Mention the time allotment. 3. Mention types of assessment used. 4. Mention the sources and media used.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions.	Lecturing, discussing, questioning and answering 3 X 50			0%

7	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Explain the components in lesson plan. 2. Mention the school identity. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Identify the materials. 7. Explain the method/technique/model/strategy in teaching learning. 8. Construct the teaching and learning process.	Criteria: 1.1. Student's discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. The students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
8	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Explain the components in lesson plan. 2. Mention the school identity. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Identify the materials. 7. Explain the method/technique/model/strategy in teaching learning. 8. Construct the teaching and learning process.	Criteria: 1.1. Student's discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. The students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
9	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Explain the components in lesson plan. 2. Mention the school identity. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Identify the materials. 7. Explain the method/technique/model/strategy in teaching learning. 8. Construct the teaching and learning process.	Criteria: 1.1. Student's discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. The students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
10	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Explain the components in lesson plan. 2. Mention the school identity. 3. Identify KI, KD that will be developed. 4. Construct the indicators based on the cognitive domain. 5. Construct the objectives based on the indicators. 6. Identify the materials. 7. Explain the method/technique/model/strategy in teaching learning. 8. Construct the teaching and learning process.	Criteria: 1.1. Student's discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. The students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
11	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Mention types of assessment used. 2. Develop media used.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, and consultation 3 X 50			0%

12	To have an ability to develop the English lesson plan based on the syllabus that has been designed.	1. Mention types of assessment used. 2. Develop media used.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, and collaboration 3 X 50			0%
13	To have an ability to develop assessment of curriculum 2013.	1. Explain types of assessment. 2. Analyze types of assessment. 3. Develop the learning assessment.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
14	To have an ability to develop assessment of curriculum 2013.	1. Explain types of assessment. 2. Analyze types of assessment. 3. Develop the learning assessment	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, consultation 3 X 50			0%
15	To have an ability to develop materials.	1. Explain the concept of materials development. 2. Explain the variations of exercises. 3. Develop the materials.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, and consultation 3 X 50			0%
16	To have an ability to develop materials.	1. Explain the concept of materials development. 2. Explain the variations of exercises. 3. Develop the materials.	Criteria: 1.1. Students' discussions should be in line with the topic being discussed. 2.2. Students' answers should be appropriate with the questions. 3.3. Students in turn should be active in consulting their lesson plan.	Lecturing, discussing, questioning and answering, and consultation 3 X 50			0%

Evaluation Percentage Recap: Case Study

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.