SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Ppl I		8720202134	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dr. Sri Murtini, M.Si.		Dr. Wiwik Sri Utami, M.P.			Dr. Nugroho Hari Purnomo, S.P., M.Si.	

Learning model	**Project Based Learning**																	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**																	
	PLO-6	Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning																
	Program Objectives (PO)																	
	PLO-PO Matrix																	
		P.O		PLO-6														
	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 is a student activity which includes: determining observation objectives, observation methods, observation recording techniques, and carrying out field observations to obtain concrete data in teaching programs at schools. This activity is a teaching activity in educational units such as elementary, middle and high schools in remote areas (through collaboration with the Ministry of Villages and PDTT, or other ministries/institutions). Students are able to demonstrate a responsible attitude and professional ethics, are able to collaborate and have social sensitivity and concern for society and the environment in carrying out program planning as well as applying logical, critical, systematic and innovative thinking in the context of developing and planning the teaching assistance program that will be implemented. Activities are also an application of students' abilities to carry out teaching programs and utilize science, technology and/or art in solving problems and being able to adapt to situations faced in the national and regional interests; and upholding the principle of deliberation to reach consensus in every decision making. Evaluation of the learning process is carried out to measure the level of success of the learning process.

References	**Main :**

1. ☐ Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
2. ☐ Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
3. ☐ -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
4. ☐ -----, 2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas
5. ☐ Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
6. ☐ Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia.

Supporters:

Supporting lecturer	Drs. Agus Sutedjo, M.Si. Dr. Sri Murtini, M.Si.						
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	Mastering school management	accuracy of mastery of school management	**Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	practice 2x50		**Material: Library** management : *-----. 2020. Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture* **Material: Literature** Management : *-----, 2017. Guide to Organizing a Literacy Village. Jakarta: Directorate General of PAUD and Dikmas*	10%
2	Mastering school management	accuracy of mastery of school management	**Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	practice 2x50		**Material: Library** management : *-----. 2020. Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture* **Material: Literature** Management : *-----, 2017. Guide to Organizing a Literacy Village. Jakarta: Directorate General of PAUD and Dikmas*	10%

| 3 | Mastering school management | accuracy of mastery of school management | **Criteria:** Complete > 69

 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | practice 2x50 | | **Material: Library** management : -----. 2020. *Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture*

 Material: Literature Management : *-----, 2017. Guide to Organizing a Literacy Village. Jakarta: Directorate General of PAUD and Dikmas* | 10% |
| 4 | Mastering learning planning | | **Criteria:** Complete > 69

 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2x50 | | **Material:** planning **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology*

 Material: Library Planning : *Unesa Team. 2020. Guidelines for the development and implementation of the Independent Learning and Independent Campus Curriculum. Surabaya: Unesa* | 5% |

| 5 | Mastering learning planning | | **Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2x50 | | **Material:** planning **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* **Material: Library** Planning : *Unesa Team. 2020. Guidelines for the development and implementation of the Independent Learning and Independent Campus Curriculum. Surabaya: Unesa* | 5% |

| 6 | Mastering learning planning | | **Criteria:** Complete > 69

 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance | practice | 2x50 | **Material:** planning **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology*

 Material: Library Planning : *Unesa Team. 2020. Guidelines for the development and implementation of the Independent Learning and Independent Campus Curriculum. Surabaya: Unesa* | 5% |

| 7 | Mastering learning planning | | **Criteria:**
Complete > 69

Forms of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2x50 | | **Material:**
planning
Literature:
Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology

Material: Library
Planning :
Unesa Team. 2020. Guidelines for the development and implementation of the Independent Learning and Independent Campus Curriculum. Surabaya: Unesa | 5% |

| 8 | Mastering learning planning | | **Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2x50 | | **Material:** planning **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* **Material: Library** Planning : *Unesa Team. 2020. Guidelines for the development and implementation of the Independent Learning and Independent Campus Curriculum. Surabaya: Unesa* | 0% |

| 9 | Teaching practice | Accuracy of learning practices | **Criteria:** Complete > 69

 Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2 x 50 | | **Material:** teaching **Literature:** - ----. 2020. *Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture*

 Material: teaching **References:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* | 5% |

| 10 | Teaching practice | Accuracy of learning practices | **Criteria:**
  Complete > 69

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2 x 50 | | **Material:** teaching
Literature: -
----. 2020. Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture

Material: teaching
References:
Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology | 5% |

| 11 | Teaching practice | Accuracy of learning practices | **Criteria:** Complete > 69

 Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2 x 50 | | **Material:** teaching **Literature:** ----. 2020. *Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture*

 Material: teaching **References:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* | 5% |

| 12 | Teaching practice | Accuracy of learning practices | **Criteria:**
  Complete > 69

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance | practice 2 x 50 | | **Material:** teaching
Literature: -----. 2020. *Guide to Organizing Independent Learning - Independent Campus. Jakarta: Directorate General of Higher Education, Ministry of Education and Culture*

Material: teaching
References: *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* | 5% |
| 13 | Understanding evaluation | accuracy of evaluation | **Criteria:**
  Complete > 69

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practice / Performance | practice 2x50 | | **Material:** evaluation
Literature: *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology* | 10% |

No							
14	Understanding evaluation	accuracy of evaluation	**Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	practice 2x50		**Material:** evaluation **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology*	10%
15	Understanding evaluation	accuracy of evaluation	**Criteria:** Complete > 69 **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	practice 2x50		**Material:** evaluation **Literature:** *Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology*	10%
16	UAS			test			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	26.49%
2.	Project Results Assessment / Product Assessment	11.5%
3.	Portfolio Assessment	26.49%
4.	Practical Assessment	9%
5.	Practice / Performance	26.49%
		99.97%

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.