	Universitas Negeri Surabaya **Faculty of Languages and Arts** **German Language Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Education	8820702208	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	2	April 26, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dwi Imroatu Julaikah	....	Dwi Imroatu Julaikah, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 Students have competence and knowledge about the basics of education (in Indonesia)
	PLO-PO Matrix

P.O
PO-1

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
PO-1																

Short Course Description	To equip prospective teachers and/or in-service teachers about the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both in schools and out of school.

References	Main :
	1. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang. 2. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia. 3. Peraturan perundang-undangan pendidikan yang berlaku dan relevan. 4. Referensi yang relevan dengan karakteristik dan profesi lulusan di jurusan/program studi masing-masing.
	Supporters:
	1. teori Belajar 2. kurikulu

Supporting lecturer	Drs. Suwarno Imam Samsul, M.Pd. Dwi Imroatu Julaikah, 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)

			Criteria:				
1	Lecture techniques and understand educational concepts	UNDERSTANDING BASIC CONCEPTS OF EDUCATION: 1. Lecture Material Orientation.2. Describe the Basic Concepts of Education.	**Criteria:** NA is (participation value x 2) (assignment value x 3) (UTS value X 2) (UAS value x 3) divided by 10 **Form of Assessment** : Participatory Activities, Tests	Direct learning using lecture methods, question and answer, and individual assignments in a structured and independent manner. 2 X 50	direct teaching 2x50	**Material:** about the Concept of **Library Education:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
2	Understanding education and educational problems (in Indonesia)	1. 2.Understanding education and educational problems (in Indonesia)	**Criteria:** NA is (participation value x 2) (assignment value x 3) (UTS value X 2) (UAS value X 3) divided by 10 **Form of Assessment** : Participatory Activities, Practice/Performance	offline classical discussion 2 X 50	2x50 online discussions and questions and answers	**Material:** UNDERSTANDING HUMAN NATURE AND ITS DEVELOPMENT **Reference:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.* **Material:** Understanding education and educational problems (in Indonesia) **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
3	Educational foundations (law, philosophy, history, social culture, psychology)	Educational foundations (law, philosophy, history, social culture, psychology)	**Criteria:** NA is (participation value x 2) (assignment value x 3) (UTS value **Form of Assessment** : Practice/Performance, Test	Lecture, question and answer, classical discussion 2 X 50	Online lectures and discussions	**Material:** Foundations of education (law, philosophy, history, social culture, psychology) **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%

4	Educational factors, including goal factors, student factors, educator factors, environmental factors, family and school environment	UNDERSTANDING THE NATURE OF EDUCATION: 1. Describe the meaning of education.2. Describe the Education Process.3. Describe and Analyze the Function of Education.	**Criteria:** NA is (participation value x 2) (assignment value x 3) (UTS value	Lectures, classical discussions, questions and answers, and independent individual assignments 2 X 50	Lectures, classical discussions, questions and answers, and independent individual assignments 2x50	**Material:** Educational Factors, including goal factors, student factors, educator factors, environmental factors, family and school environment. **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
5	Educational Theory (general and special)	1. 2.Educational Theory (general and special)	**Criteria:** NA is (participation value x 2) (assignment value x 3) (UTS value x 2) (UAS value x 3) divided by 10 **Form of Assessment** : Participatory Activities	presentation 2 X 50	presentation 2x50	**Material:** Educational Theory (general and special) **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
6	Educational Figures in Indonesia (RA Kartini RA Dewi Sartika Ki Hajar Dewantoro Moh Safei KH. Ahmad Dahlan Hasim Ashari)	Educational Figures in Indonesia (RA Kartini RA Dewi Sartika Ki Hajar Dewantoro Moh Safei KH. Ahmad Dahlan Hasim Ashari)	**Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	cased method: educational figures in Indonesia 2 X 50	cased method: educational figures in Indonesia	**Material:** Educational Figures in Indonesia (RA Kartini RA Dewi Sartika Ki Hajar Dewantoro Moh Safei KH. Ahmad Dahlan Hasim Ashari) **Bibliography:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.* **Material:** Educational figures in Indonesia **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%

7	Educational theories include, connectionism theory, classical conditions theory, operant condition theory, gestalt theory, field theory, humanistic theory	Educational theories include, connectionism theory, classical conditions theory, operant condition theory, gestalt theory, field theory, humanistic theory	**Criteria:** Competencies regarding: Educational Theory includes, Connectionism Theory, Classical Conditions Theory, Operant Conditions Theory, Gestalt Theory, Field Theory, Humanistic Theory **Form of Assessment** : Participatory Activities, Tests	Lecture, Question and answer 2 X 50	Lecture, Q&A		100%
8	UTS	UTS	**Criteria:** test **Form of Assessment** : Test	UTS 2 X 50	UTS 2x50	**Material:** Pillars of education Learning to know Learning to do Learning to be Learning to live together Learning how to learn Learning throughhout learn **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
9	Understanding character education in Indonesia (1)	1. 2.Understanding of character education in Indonesia (1)	**Criteria:** Assignment **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures 2 X 50	lectures 2x50	**Material:** Understanding character education in Indonesia (1) **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
10	Understanding character education in Indonesia (2)	Understanding of Understanding character education in Indonesia (2)	**Criteria:** test **Form of Assessment** : Participatory Activities, Tests	presentation 2 X 50	presentation	**Material:** Understanding character education in Indonesia (2) **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%

11	Pillars of education Learning to know Learning to do Learning to be Learning to live together Learning how to learn Learning throughhout learn	Pillars of education Learning to know Learning to do Learning to be Learning to live together Learning how to learn Learning throughhout learn	**Criteria:** non Test **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation 2 X 50	presentation 2x50	**Material:** Pillars of education Learning to know Learning to do Learning to be Learning to live together Learning how to learn Learning throughhout learn **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
12	Understanding Educational Innovation (in Indonesia)	Understanding Educational Innovation (in Indonesia)	**Criteria:** test **Form of Assessment** : Participatory Activities, Tests	discussion 2 X 50	discussion 2x50	**Material:** understanding educational innovation (in Indonesia) **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
13	Understanding Educational Innovation (in the world)	Understanding Educational Innovation (in the world)	**Criteria:** Observation **Form of Assessment** : Participatory Activities	discussion 2 X 50	discussion 2x50	**Material:** understanding educational innovation (in the world) **References:**	100%
14	cased method: Finding education problems in Indonesia	performance	**Criteria:** cased method: Finding education problems in Indonesia **Form of Assessment** : Participatory Activities, Practice/Performance	Assignment 2 X 50	assignment 2x50	**Material:** cased method: Finding educational problems in Indonesia. **Reference:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%
15	cased method: Finding innovation 2 Education in Indonesia	cased method: Finding innovation 2 Education in Indonesia	**Criteria:** Assignments and performance **Form of Assessment** : Project Results Assessment / Product Assessment	performance 2 X 50	work method	**Material:** cased method: Finding innovation 2 Education in Indonesia **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	100%

| 16 | UAS | Competency understanding starts from meetings 1-15 | **Criteria:** test | UAS, 2 X 50 Test | UAS and TEST | **Material:** UAS **Pustaka:** *Pustaka Yustisia Editorial Team. 2009. Compilation of Education Sector Legislation: The Most Complete and Latest Legislation Compilation Series. Yogyakarta: Pustaka Yustisia.* | 100% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	633.33%
2.	Project Results Assessment / Product Assessment	150%
3.	Practice / Performance	233.33%
4.	Test	383.33%
		100%

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.