	Universitas Negeri Surabaya Faculty of Languages and Arts German Literature Undergraduate Study Program			Document Code		

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
KKNT		7920620247		T=20	P=0	ECTS=31.8	6	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Dr. Wisma Kurniawati, M.Pd.	

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	This course is a form of application of the Tri Dharma of Higher Education which contains elements of education, research and service. These three elements implemented by universities are interrelated with each other. This is considering the position of higher education in society as central and an integral part of the national education system. The KKN model uses the Thematic Posdaya model, namely Real Work Lectures which are oriented towards the Family Empowerment Post (Posdaya). The Posdaya Thematic Program includes 5 pillars consisting of: (1). Education, (2). Health, (3). Economics, (4). Environment, (5). Arts, Culture and Religion.

References	**Main :**	
	1. UU. No. 20 Th. 2003 tentang Sistem Pendidikan Nasional. 2. PP. Nomor 30 Tahun 1990 tentang Pendidikan Tinggi. 3. Peraturan Presiden Republik Indonesia No.15 Tahun 2010 tentang percepatan penanggulangan kemiskinan. 4. Dirjen Dikti, Buku Pedoman Pelaksanaan Pengabdian pada Masyarakat Edisi IX Tahun 2010. 5. Susila, Wayan dkk, 2015. Pedoman KKN Unesa 2015. Surabaya : Unesa University Pres 6. Buku Pedoman Akademik Universitas Negeri Surabaya	
	Supporters:	

Supporting lecturer	

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 think and work interdisciplinary or cross-sectorally so that they can implement village/city development and development programs.· Able to use the results of their education for the development and development of rural/district areas in particular.· Able to understand the difficulties faced by the community in development as well as the overall context of development problems in rural areas, as well as urban problems. · Fostering students to become innovators, motivators and responsible.			1 X 50			0%
2	Students are able to think and work interdisciplinary or cross-sectorally so that they can implement village/city development and development programs.· Able to use the results of their education for the development and development of rural/district areas in particular.· Able to understand the difficulties faced by the community in development as well as the overall context of development problems in rural areas, as well as urban problems. · Fostering students to become innovators, motivators and responsible.			1 X 50			0%
3	Students are able to think and work interdisciplinary or cross-sectorally so that they can implement village/city development and development programs.· Able to use the results of their education for the development and development of rural/district areas in particular.· Able to understand the difficulties faced by the community in development as well as the overall context of development problems in rural areas, as well as urban problems. · Fostering students to become innovators, motivators and responsible.			1 X 50			0%

4	Students are able to think and work interdisciplinary or cross-sectorally so that they can implement village/city development and development programs.· Able to use the results of their education for the development and development of rural/district areas in particular.· Able to understand the difficulties faced by the community in development as well as the overall context of development problems in rural areas, as well as urban problems. · Fostering students to become innovators, motivators and responsible.			1 X 50			0%
5	Students are able to think and work interdisciplinary or cross-sectorally so that they can implement village/city development and development programs.· Able to use the results of their education for the development and development of rural/district areas in particular.· Able to understand the difficulties faced by the community in development as well as the overall context of development problems in rural areas, as well as urban problems. · Fostering students to become innovators, motivators and responsible.			1 X 50			0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%

16							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.