	Universitas Negeri Surabaya Faculty of Education Undergraduate Guidance and Counseling Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic Natural Sciences	8620102059		T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Evi Winingsih, 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

	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 discusses the implementation of basic science concepts which include understanding the development of the human mind, scientific methods, the earth and the universe, the diversity of living things, ecosystems, natural resources, technology, biotechnology, environmental pollution, and natural disasters and their mitigation through learning. which is carried out by means of discussions, literacy, assignments, presentations, questions and answers, as well as simple experiments about phenomena in nature.
References	**Main :**
	1. TIM FMIPA . 2013. Sains Dasar. Surabaya: Unesa University Press. 2. TIM . 2019. Panduan Pembelajaran Kebencanaan Untuk Mahasiswa di Perguruan Tinggi . Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi.
	Supporters:
Supporting lecturer	Rusly Hidayah, S.Si., M.Pd. Dr. Dina Kartika Maharani, S.Si., M.Sc. Mukhayyarotin Niswati Rodliyatul Jauhariyah, 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	Understanding the nature of the human mind and its development	1. State the meaning of basic science 2. Explain the purpose, function, use and scope of basic science in everyday life 3. Explain the development of the human mind		Lectures, discussions, questions and answers 2 X 50			0%
2	Understanding the nature of the human mind and its development	1. Explain the history of the development of human knowledge. 2. Explain the physical development, nature and mind of humans		Lectures, discussions, questions and answers 2 X 50			0%

3	Understand the development and development of science	1. Describe the development of science 2. Carry out the observation/observation process 3. Carry out simple experiments using the scientific method		Lectures, discussions, questions and answers 2 X 50			0%
4	Understand the development and development of science	1. Explain the concepts of matter and energy. 2. Explain the stages of scientific development	**Criteria:** 1. 1. Participation during lectures (weight 2) 2. 2. Sub-summative test, assessed all relevant indicators through a written exam, given a weight of (2) 3. 3. Assignment value for working on questions and writing papers (weight 3) 4. 4. 3x UAS score (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures, discussions, questions and answers, presentations 2 X 50			0%
5	Understanding the earth and the universe	1. Identify the size of the universe (microcosm and macrocosm) 2. Identify theories related to the solar system according to experts 3. Identify the division of time on earth	**Criteria:** 1. 1. Participation during lectures (weight 2) 2. 2. Sub-summative test, assessed all relevant indicators through a written exam, given a weight of (2) 3. 3. Assignment value for working on questions and writing papers (weight 3) 4. 4. 3x UAS score (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures, discussions, questions and answers, presentations 2 X 50			0%

6	Understanding the earth and the universe	1. Describe the development of seasons. 2. Identify atmospheric layers	**Criteria:** 1.1. Participation during lectures (weight 2) 2.2. Sub-summative test, assessed all relevant indicators through a written exam, given a weight of (2) 3.3. Assignment value for working on questions and writing papers (weight 3) 4.4. 3x UAS score (3) 5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures, discussions, questions and answers, presentations 2 X 50			0%
7	Understand the diversity of living things and their distribution.	1.Explain the structure of the biosphere and its relationship to life 2.Explain theories about the origin of life 3.Explain the diversity of living things 4.Explain the distribution patterns of living things 5.Developing an attitude of faith in God in understanding the diversity of living creatures. (Character Growth)		Information and Discussion Questions and answers 2 X 50			0%
8	Midterm Exam (UTS)			2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							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.