							Document Code
	Universitas Negeri Surabaya **Faculty of Social and Political Sciences,** **Bachelor of History Education Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
INTRODUCTION TO THE SCHOOL FIELD (PLP)		8720104214		**T=4**	**P=0**	**ECTS=6.36**	7	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Wisnu, M.Hum.

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 provides an understanding of observation activities, analysis and direct appreciation of activities related to school culture, school management, planning, implementation and evaluation of learning by taking into account the diversity of students, formal, curricular, co-curricular and extracurricular activities as well as school dynamics as a education and learning development institutions.

References	**Main :**
	1. 1. Arend, R.I., 2012. Learning to Teach . New York: Mc Grow-Hill International Edition. 2. Hyland, Ken., & Wong, Lilian L. C. 2016. Innovation and Cange in English Language Education . London: Ruthledge. 3. Muliawan, Jasa Ungguh. 2017. 45 Model Pembelajaran Spektakuler . Jogjakarta: AR-Ruzz Media. 4. Mulyasa, E., 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi . Bandung: Remaja Rosdakarya. 5. Sani, Ridwan Abdullah. 2016. Inovasi Pembelajaran . Jakarta: Bumi Aksara. 6. Taniredja, Tukiran dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif . Bandung: Alfabeta. 7. Wena, Made. 2016. Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional . Jakarta: Bumi Aksara.
	Supporters:

Supporting lecturer	Drs. Artono, M.Hum. Dr. Agus Suprijono, M.Si. Drs. Agus Trilaksana, M.Hum. Dra. Sri Mastuti Purwaningsih, M.Hum. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A. Dinar Rizky Listyaputri, 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	· Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. 2. Identify the concept of analysis and direct appreciation of activities related to school culture. Coverage and examples	**Criteria:** completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
2	· Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. 2. Identify the concept of analysis and direct appreciation of activities related to school culture. Coverage and examples	**Criteria:** completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
3	· Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. 2. Identify the concept of analysis and direct appreciation of activities related to school culture. Coverage and examples	**Criteria:** completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
4	· Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. 2. Identify the concept of analysis and direct appreciation of activities related to school culture. Coverage and examples	**Criteria:** completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
5	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
6	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
7	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%
8	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50				0%

9	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50			0%
10	Identify the concept of school management, formal, curricular, co-curricular and extracurricular activities as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of school management, formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions	**Criteria:** Completeness of the observation report	Explanations, questions and answers, discussions and assignments 4 X 50			0%
11	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1. completeness and accuracy of essay answers 2. completeness of the observation sheet	Explanations, questions and answers, discussions and assignments 4 X 50			0%
12	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1. completeness and accuracy of essay answers 2. completeness of the observation sheet	Explanations, questions and answers, discussions and assignments 4 X 50			0%
13	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1. completeness and accuracy of essay answers 2. completeness of the observation sheet	Explanations, questions and answers, discussions and assignments 4 X 50			0%

14	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** 1. completeness and accuracy of essay answers 2. completeness of the observation sheet	Explanations, questions and answers, discussions and assignments 4 X 50			0%
15	Understand learning concepts at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand learning design at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media Able to understand learning development at the level of approach/method, design (syllabus), procedures (techniques in class), learning materials and media into real form	**Criteria:** completeness of the report	Explanations, questions and answers, discussions and assignments 4 X 50			0%
16	Understand learning concepts at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand learning design at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media Able to understand learning development at the level of approach/method, design (syllabus), procedures (techniques in class), learning materials and media into real form	**Criteria:** completeness of the report	Explanations, questions and answers, discussions and assignments 4 X 50			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.