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

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
History Teaching Planning		8720103086		**T=3**	**P=0**	**ECTS=4.77**	0	July 18, 2024

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

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	Providing experience to students regarding school-based management, clinical supervision and facilitating in developing learning tools as a means of preparing students to manage learning at school for Learning Management Program courses in accordance with applicable National Education Standards. Students are required to produce products in the form of Learning Devices for senior secondary schools (SMA). Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.

References	**Main :**	
		1. Arend, Richard I. 2012. *Learning to Teach. Ninth Edition.* New York: McGraw-Hill. Arend, Richard I. and Kilcher Ann. 2010. *Teaching for Student Learning, Becoming an Accomplished Teacher.* New York: Taylor & Francis. Asril, Zainal. 2012. *Micro Teaching, Disertai dengan Pedoman Pengalaman Lapangan.* Jakarta: RajaGrafindo Persada. Kementerian Pendidikan dan Kebudayaan RI. 2013. *Model Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Mata Pelajaran IPA.* Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama. _____. 2013. *Panduan Supervisi Klinis.* Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama. _____. 2014. *Permendikbud RI Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah.* Jakarta: Kementerian Pendidikan dan Kebudayaan RI. _____. 2014. *Permendikbud RI Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah.* Jakarta: Kementerian Pendidikan dan Kebudayaan RI.
	Supporters:	

Supporting lecturer	Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Corry Liana, 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	Mastering the essence of learning planning	Explain the nature of learning planning	**Criteria:** accuracy and completeness	Lecture, Question and answer, assignment 3 X 50			0%
2	Mastering instructional design models	Analyzing instructional design models	**Criteria:** accuracy and rationale of arguments	Lecture, Question and answer, assignment 3 X 50			0%
3	Mastering instructional design models	Analyzing instructional design models	**Criteria:** accuracy and rationale of arguments	Lecture, Question and answer, assignment 3 X 50			0%
4	Mastering instructional design models	Analyzing instructional design models	**Criteria:** accuracy and rationale of arguments	Lecture, Question and answer, assignment 3 X 50			0%
5	Mastering instructional design models	Analyzing instructional design models	**Criteria:** accuracy and rationale of arguments	Lecture, Question and answer, assignment 3 X 50			0%
6	Mastering the role of annual and semester program planning	Designing annual programs and semester programs	**Criteria:** accuracy	Lecture, Question and answer, assignment 3 X 50			0%
7	Mastering the role of syllabus planning	Designing a learning syllabus	**Criteria:** accuracy and suitability	cooperative learning 3 X 50			0%
8	master material 1-6	analyze material 1-6	**Criteria:** precision and argument	independent 3 X 50			0%
9	Mastering the role of syllabus planning	Designing a learning syllabus	**Criteria:** accuracy and suitability	cooperative learning 3 X 50			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.