	Universitas Negeri Surabaya Faculty of Languages and Arts Undergraduate Study Program in Indonesian Language and Literature Education	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Learning Supervision		8820102158			T=2	P=0	ECTS=3.18	7	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator				Study Program Coordinator	
		....		....				Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.	

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which 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	Discussion of aspects of improving staff quality that meet community standards and needs, including identification of needs, implementation, teacher effectiveness, and student learning outcomes through class meeting activities, laboratory training, and simulations to produce a framework for teachers to optimize learning.

References	Main :

1. Burhanuddin, dkk. 2006. Supervisi Pendidikan dan Pengajaran: Konsep, Pendekatan dan Penerapan Pembinaan Profesional . Malang: FIP Universitas Negeri Malang
2. Depdiknas. 2009. Penyusunan Program Pengawasan
3. Peter F. Ovilia. 1984. Supervision For Today 19s Schools. Second edition. Longman New York & London. Sergiovanni, T and Starrat, R.J. 1979. Supervision Human Perspective . New York
4. Depdiknas. 2011. Buku kerja Pengawas Sekolah.
5. Glickman, C.D. 1981. Developmental Supervision: Alternatif Practice for Helping Teachers Improve Instruction . Alexandria: ASCD.
6. Arikunto, Suharsimi. 2004. Dasar-dasar Supervisi . Bandung: Perbit Pustaka Setia.
7. Tatang S. 2016. Supervisi Pendidikan . Bandung: Penerbit Pustaka Setia.
8. Daryanto dan Tutik Rachmawati. 2015. Supervisi Pembelajaran . Yogyakarta: Penerbit Gava Media.

Supporters:

Supporting lecturer	Dr. Budinuryanta Yohanes, M.Pd. Hespi Septiana, 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)

No	Sub-CPMK	Indicator	Assessment	Learning Method		Learning Material	Weight
1	Identifying lecture contracts with students. Identifying the meaning of education and/or learning supervision	Explain the meaning of educational and/or learning supervision	**Criteria:** 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1 **Form of Assessment** : Project Results Assessment / Product Assessment	DiscussionGroup presentation 3 X 50		**Material:** supervision of education and/or learning **Reference:** *Ministry of National Education. 2009. Preparation of Monitoring Programs*	10%
2	Basic Concepts of Educational Supervision Understanding Objectives Benefits	Explains the basic concepts, meaning, objectives and benefits of educational supervision	**Criteria:** 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	-Lectures & questions and answers. -Guided reading. - Summarization of library materials. 3 X 50			0%
3	Identify Supervision Implementation procedures	Explain the procedures for implementing learning supervision	**Criteria:** 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	brainstorming and discussion 3 X 50		**Material:** Procedures for Implementing Supervision **Library:** *Arikunto, Suharsimi. 2004. Basics of Supervision. Bandung: Perbit Pustaka Setia.* **Material:** Procedures for Implementing Supervision **Library:** *Tatang S. 2016. Educational Supervision. Bandung: Pustaka Setia Publishers.*	0%
4	Identifying the application of Supervision Instruments to Partner Schools	Explain the application of learning supervision instruments to schools	**Criteria:** 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	Field observations 3 X 50		**Material:** Application of Supervision Instruments to Schools **Library Partners:** *Ministry of National Education. 2009. Preparation of Monitoring Programs*	0%

No							
5	Identify the results of learning supervision and obtain approval from the Principal	Analyze the results of learning supervision and obtain approval from the Principal	**Criteria:** according to the instrument that has been created	Observations at school 3 X 50		**Material:** results of learning supervision and approval from the Principal Library **:** *Ministry of National Education. 2011. School Superintendent workbook.*	0%
6	Identify planning for learning supervision work programs	Explain the planning of the learning supervision work program	**Criteria:** according to standard format criteria	Workshop Brainstorming assignment 3 X 50			0%
7	Identify tasks related to the learning supervision work program being implemented	Explain tasks related to [learning supervision work program	**Criteria:** 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 **Form of Assessment** : Project Results Assessment / Product Assessment	DiscussionAssignment Brainstorming 3 X 50			50%
8	Summative Mid-Exam	Midterm Exam (all indicators up to UTS limit)	**Criteria:** according to the criteria (assessment instruments) that have been created together	Midterm exam 3 X 50			0%
9	Identify work program progress reports resulting from learning supervision	Explain the progress report (progress) of the work program (results) of learning supervision	**Criteria:** In accordance with previously agreed assessment instruments	Assignments Reporting Guidance with lecturers 3 X 50			0%
10	Identifying work programs resulting from learning supervision in schools	Implementing work programs resulting from learning supervision in schools	**Criteria:** In accordance with the learning supervision apprenticeship assessment instrument in schools	Internship at school 3 X 50			0%
11	Program Progress Report Supervision Results	Able to make progress reports (progress) on the results of learning supervision in schools (partners)	**Criteria:** In accordance with the agreed assessment instrument (previously)	Discussion Guidance to lecturers Workshop 3 X 50			0%
12	Implement work programs resulting from learning supervision in schools (partners)	Implementing work programs (results) of learning supervision in schools (partners)	**Criteria:** in accordance with the mutually agreed assessment instrument (previously) **Form of Assessment** : Project Results Assessment / Product Assessment	Internship at school 3 X 50		**Material:** work program resulting from learning supervision in schools (partners) **Reference:** *Tatang S. 2016. Educational Supervision. Bandung: Pustaka Setia Publisher.*	0%

No							
13	Progress report (progress) of the learning supervision program in schools (partners)	Able to prepare program progress reports resulting from learning supervision in partner schools	**Criteria:** In accordance with previously agreed reporting assessment instruments **Form of Assessment**: Test	Discussion Guidance to lecturers 3 X 50 group workshops		**Material:** progress (progress) of the learning supervision program in schools (partners) **Reference:** *Glickman, CD 1981. Developmental Supervision: Alternative Practice for Helping Teachers Improve Instruction. Alexandria: ASCD.*	20%
14	Completion of work programs resulting from learning supervision at schools (partners)	Able to prepare work programs resulting from learning supervision in schools (partners)	**Criteria:** According to previously agreed criteria	DiscussionGroup workshopReporting 3 X 50		**Material:** work program resulting from learning supervision in schools (partners) **Library:** *Peter F. Ovilia. 1984. Supervision For Today's 19s Schools. Second edition. Longman New York & London. Sergiovanni, T and Starrat, RJ 1979. Supervision Human Perspective. New York*	0%
15	Develop a follow-up plan for internship results	Able to prepare a follow-up plan after carrying out learning supervision at school	**Criteria:** In accordance with the RTL instrument that has been mutually agreed upon **Form of Assessment**: Practice / Performance	Discussion BrainstormingGroup workshop 3 X 50			20%
16	Preparation of Internship Result Reports	all indicators	**Criteria:** in accordance with standard reporting systematics	-Briefing, -Discussion 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	20%
3.	Test	20%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.