	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
PLP		8820104195	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	7	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Students are able to carry out observation, 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 extra-curricular activities as well as the dynamics of the school as a development and development institution. learning.
	PLO-PO Matrix

P.O
PO-1

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
PO-1																

Short Course Description	This course provides an understanding of the activities of observation, 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 the dynamics of the school as an institution developers and learning.

References	**Main :**

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 Pembelajarn Inovatif Kontemporer: Suatu Tinjauan Konseptual. Jakarta: Bumi Aksara

Supporters:
1. -

Supporting lecturer	Drs. Parmin, M.Hum. Dr. Yuniseffendri, S.Pd., M.Pd. Yermia Nugroho Agung Wibowo, S.Pd., M.Pd. Andik Yuliyanto, S.S., M.Si. Mukhzamilah, S.S., S.Pd., M.Ed. Dr. Fafi Inayatillah, 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	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1.Explains the concept of observation activities, scope and examples. 2.Identify the concept of analysis and direct appreciation of activities related to school culture, scope and examples	**Criteria:** If the answer can refer to the discussion topic, then the achievement of discussing the topic is considered to have met the planned target. **Form of Assessment** : Participatory Activities	Explanation, questions and answers, discussion and assignment 4 X 50		**Material:** - **References:** *Mulyasa, E., 2004. School-Based Management: Concept, Strategy and Implementation. Bandung: Rosdakarya Youth.*	1%
2	Identifying the concept of observation, analysis and direct appreciation of activities related to school culture	1.Explains the concept of observation activity, scope and examples 2.Identify the concept of analysis and direct appreciation of activities related to school culture, scope and examples	**Form of Assessment** : Participatory Activities	Explanation, question and answer, discussion 4 X 50		**Material:** - **Reference:** *Nobleman, Excellent Service. 2017. 45 Spectacular Learning Models, Jogjakarta: AR-Ruzz Media.*	1%
3	Identifying 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		Explanations, questions and answers, discussions and assignments 4 X 50			0%
4	Identifying 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:** If the answer matches the assignment criteria, then the discussion has met the target	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 2.Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Participatory Activities	Explanations, questions and answers, discussions and assignments 4 X 50			2%
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 2.Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Participatory Activities	Discussion and Questions and Answers 4 X 50			2%
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 2.Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Participatory Activities	Explanations, questions and answers, discussions and assignments 4 X 50			2%
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 2.Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Project Results Assessment / Product Assessment	4 X 50 group discussions			20%

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. Explains the concept of school management, formal, curricular, co-curricular and extracurricular activities. 2. Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Participatory Activities	Discussion, questions and answers and 4 X 50 assignments				2%
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 2. Explain the dynamics of schools as education and learning development institutions	**Form of Assessment** : Test	Discussion and Questions and Answers 4 X 50				5%
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. 2. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Form of Assessment** : Practice / Performance	Discussion, questions and answers and 4 X 50 assignments				5%
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. 2. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** - **Form of Assessment** : Participatory Activities	Discussion, Questions and Answers and Assignments 4 X 50				1%

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. 2. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** - **Form of Assessment** : Practice / Performance	Discussion, Questions and Answers and Assignments 4 X 50			4%
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. 2. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools	**Criteria:** - **Form of Assessment** : Practice / Performance	Discussion, Questions and Answers and Assignments 4 X 50			5%
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 2. Able to understand learning development at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media into real form	**Criteria:** - **Form of Assessment** : Practice / Performance	Presentation of material, discussion, questions and answers and assignments 4 X 50			20%
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 2. Able to understand learning development at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media into real form	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation of material, discussion, questions and answers and assignments 4 X 50		**Material:** - **References:** *Wena, Made. 2016. Contemporary Innovative Learning Strategies: A Conceptual Review. Jakarta: Bumi Literacy*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	11%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	34%
4.	Test	5%
		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** 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.