



**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 Planning	8820102186	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Prof. Dr. Suyatno, M.Pd.		Dr. Syamsul Sodik, M.Pd.			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																		
	<b>PLO-6</b> Be a citizen who is proud and loves the country, respects cultural diversity, works together, and has high personal, social and environmental sensitivity																																																		
	<b>Program Objectives (PO)</b>																																																		
	<b>PO - 1</b> Students are able to prepare learning plans to improve skills in learning at school																																																		
	<b>PLO-PO Matrix</b>																																																		
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 100px;">PLO-6</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O	PLO-6	PO-1																																															
P.O	PLO-6																																																		
PO-1																																																			
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 50px;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

**Short Course Description** This course contains an examination of various learning planning models and their development as well as provision of the ability to prepare learning plans to improve skills in learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Arsyad, Azhar. 2007. Media Pembelajaran. Jakarta: Grafindo Persada</li> <li>2. Prawiradilaga, Dewi Salma. 2008. Prinsip Disain Pembelajaran. Jakarta: Kencana Prenada Media Group</li> <li>3. Samana. 1992. Sistem Pengajaran. Yogyakarta: Kanisius</li> <li>4. Masnur. 2008. Kurikulum Tingkat Satuan Pendidikan: Dasar Pemahaman dan Pengembangan. Jakarta: Bumi Aksara</li> <li>5. Hamalik, Oemar. 2004. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem. Jakarta: Bumi Angsara</li> </ol> <p><b>Supporters:</b></p>
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**Supporting lecturer** Prof. Dr. Suyatno, M.Pd.  
Dr. Suhartono, 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	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explain the different concepts of educational and learning planning and their applications.	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Participatory Activities	Discussion and assignment 2 X 50		<b>Material:</b> - <b>Bibliography:</b> <i>Prawiradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i>  <b>Material:</b> Introduction to Library Planning :	2%
2	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explanation of topics regarding the meaning, foundation, principles, developers, components, systematics of learning planning	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Participatory Activities	Discussion and assignment 2 X 50		<b>Material:</b> - <b>Library:</b> <i>Samana. 1992. Teaching Systems. Yogyakarta: Kanisius</i>	2%
3	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explain the meaning, components, systematics of the syllabus	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Participatory Activities	Discussion and assignment 2 X 50		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	2%
4	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the procedures for compiling and reviewing the Syllabus	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Participatory Activities	Discussion and assignment 2 X 50		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	2%
5	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the procedures for compiling and reviewing the Syllabus	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Discussion and assignment 2 X 50		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	6%
6	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the procedures for compiling and reviewing a syllabus for learning	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Practice / Performance	Presentation 2 X 50		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	2%
7	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explaining evaluation in learning	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Practice / Performance	Discussion and assignment 2 X 50		<b>Material:</b> - <b>Library:</b> <i>Samana. 1992. Teaching Systems. Yogyakarta: Kanisius</i>	5%

8	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	UTS	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Test</p>	Paper and pencil test 2 X 50		<p><b>Material:</b> - <b>Library:</b> <i>Masnur. 2008. Education Unit Level Curriculum: Basic Understanding and Development. Jakarta: Bumi Literacy</i></p>	10%
9	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explain the preparation of the RPP	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i></p>	5%
10	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of the RPP	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i></p>	2%
11	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of the RPP	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> - <b>Bibliography:</b> <i>Prawiradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i></p>	5%
12	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of the RPP	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> - <b>Bibliography:</b> <i>Prawiradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i></p> <hr/> <p><b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i></p>	2%
13	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of a complete syllabus	<p><b>Criteria:</b> Appropriateness, accuracy, and understanding</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i></p>	5%

14	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of a complete RPP	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Presentation and discussion 2 X 50		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	10%
15	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explains the preparation of a complete syllabus	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion and assignment 2 X 50		<b>Material:</b> - <b>Library:</b> <i>Masnur. 2008. Education Unit Level Curriculum: Basic Understanding and Development. Jakarta: Bumi Literacy</i>	10%
16	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	UTS	<b>Criteria:</b> Appropriateness, accuracy, and understanding  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 Project		<b>Material:</b> - <b>References:</b> <i>Hamalik, Oemar. 2004. Teaching Planning Based on a Systems Approach. Jakarta: Bumi Angara</i>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	13.5%
2.	Project Results Assessment / Product Assessment	58%
3.	Practice / Performance	18.5%
4.	Test	10%
		100%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

