



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 strategies	8820102154		T=2 P=0 ECTS=3.18	3	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																	
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																																			
Short Course Description	This course provides an understanding and ability about the basic concepts and programs of PNFI, strategies and methods in learning PNFI, criteria for implementing strategies in PNFI programs, as well as various approaches in various programs organized by the government and the community through explanations, discussions, presentations and assignments.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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	Identify basic teaching skills	1. Explain key activities in teaching 2. Identify the importance of motivation in teaching 3. Formulate basic teaching skills	Criteria: The assessment indicators are that Teacher Lori Gutherie has used several basic teaching skills prominently: being committed to students, understanding the teaching material and understanding how to teach it, taking responsibility for managing and mastering student development, thinking systematically about their practice and learning from experience.	3 X 50 modeling and discussion			0%
2	Manage the classroom for effective instruction	1. Implementing prevention as classroom management 2. Discipline in classroom management 3. Class climate and teacher characteristics in effective classroom management 4. Involving parents in classroom management	Criteria: The letter has the following characteristics: involving parents directly and throughout the year, proof of the teacher's commitment to the learning they manage, describing the rules and procedures at the school, including the teacher's email address or telephone number.	2 X 50 modeling and discussion			0%
3	Manage the classroom for effective instruction	1. Applying intervention as classroom management 2. Characteristics of intervention 3. Diversity in the classroom 4. Cognitive and behavioristic interventions 5. Applying praise as a learning tool 6. Applying consequences		Explanations, questions and answers, discussions and assignments 2 X 50			0%
4	Mastering the scope and objectives of teaching in class	1. Describe the main sources for school curriculum purposes 2. Explain the similarities and differences in the three domains of learning: cognitive, affective and psychomotor 3. Explain the levels in each domain 4. Describe the difference between abstractions and facts.		Explanation and discussion 2 X 50			0%
5	Formulate teaching objectives and indicators	1. Understand the influence of national and regional goals on teaching materials in class 2. Discuss the role/benefits of objectives in preparing annual programs, semester programs and weekly programs 3. Formulate operational behavior 4. Formulate indicators of competency achievement 5. Explain the emphasis of each competency/goal/indicator formulation.		Workshop 2 X 50			0%
6	Understand assessment planning	1. Discuss the impact of assessment on long-term planning 2. Develop an effective learning implementation plan 3. Identify the advantages and disadvantages of various lesson plan formats 4. Modifying teaching planning in inclusive classes.		Workshop on preparing lesson plans for class 2 X 50			0%
7	Understanding "asking" as a learning strategy	1. Explain low level questions and high level questions in learning 2. Understand the difference between divergent questions and convergent questions 3. Variations in questioning strategies and their impact on teaching 4. Increasing students' awareness of critical thinking through questioning strategies.		Discussion 2 X 50			0%

8	Understanding teacher-centered learning.	1. Understand the characteristics of teacher-centered learning.2. Plan and implement teacher-centered learning.3. Explain the role of "examples" to enhance student understanding.		Discussion 2 X 50			0%
9	Understanding student-centered learning	1. Explain the important characteristics of student-centered learning.2. Explain how to plan and how to implement cooperative learning.3. Explain how to plan and implement discussions.4. Explains how to plan and implement problem based learning (PBL).		Analysis and discussion 2 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

- 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** 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.
- 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.