	Universitas Negeri Surabaya **Faculty of Engineering** **, Information Technology Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to the School Field	8320704107		**T=0**	**P=4**	**ECTS=6.36**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Drs. Bambang Sujatmiko, M.T.

Learning model	**Project Based Learning**

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	Compulsory course for undergraduate level education students which contains assignments for students to implement learning outcomes through observing the learning process in schools/educational institutions, training in developing learning tools, and guided teaching and learning, and accompanied by reflective actions under the guidance and supervision of supervisors and lecturers. tutors in stages.

References	**Main :**	
	1. Direktorat Pembelajaran Ditjen Pembelajaran dan Kemahasiswaan. 2017. Panduan Program Pengenalan Lapangan Persekolahan Program Sarjana Pendidikan . Jakarta. 2. Kementerian Riset Teknologi dan Pendidikan Tinggi. 2017. Permenristekdikti-Nomor-55-Tahun-2017. Jakarta.	
	Supporters:	

Supporting lecturer	Dr. Yeni Anistyasari, S.Pd., M.Kom.

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	have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	1. able to examine the curriculum and learning tools used by teachers 2. able to examine the learning strategies used by teachers 3. able to examine the evaluation system used by teachers 4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools 5. able to examine the use of information and communication technology in learning 6. able to carry out student mentoring tasks and extracurricular activities 7. able to assist teachers in carrying out teacher administration work tasks		observation and guided practice 4 X 50			0%

| 2 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

| 3 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1.able to examine the curriculum and learning tools used by teachers
2.able to examine the learning strategies used by teachers
3.able to examine the evaluation system used by teachers
4.able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5.able to examine the use of information and communication technology in learning
6.able to carry out student mentoring tasks and extracurricular activities
7.able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

4	have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	1. able to examine the curriculum and learning tools used by teachers 2. able to examine the learning strategies used by teachers 3. able to examine the evaluation system used by teachers 4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools 5. able to examine the use of information and communication technology in learning 6. able to carry out student mentoring tasks and extracurricular activities 7. able to assist teachers in carrying out teacher administration work tasks		observation and guided practice 4 X 50			0%

| 5 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

| 6 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

| 7 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

| 8 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

| 9 | have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development | 1. able to examine the curriculum and learning tools used by teachers
2. able to examine the learning strategies used by teachers
3. able to examine the evaluation system used by teachers
4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools
5. able to examine the use of information and communication technology in learning
6. able to carry out student mentoring tasks and extracurricular activities
7. able to assist teachers in carrying out teacher administration work tasks | | observation and guided practice 4 X 50 | | | 0% |

10	have personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	1. able to examine the curriculum and learning tools used by teachers 2. able to examine the learning strategies used by teachers 3. able to examine the evaluation system used by teachers 4. able to assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools 5. able to examine the use of information and communication technology in learning 6. able to carry out student mentoring tasks and extracurricular activities 7. able to assist teachers in carrying out teacher administration work tasks		observation and guided practice 4 X 50			0%
11	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators		4 X 50 guided practice			0%
12	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators		4 X 50 guided practice			0%

13	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators		4 X 50 guided practice			0%
14	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators		4 X 50 guided practice			0%
15	personality stability as a prospective teacher, counselor, facilitator, as well as various learning experiences that enable continuous professional development	able to carry out teaching exercises with the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process directly, as well as strengthening the identity of prospective educators		4 X 50 guided practice			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.