	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
Learning Planning		8320702117		T=2	P=0	ECTS=3.18	2	July 17, 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 which is charged to the course**
	PLO-7 — Mastering concepts, innovative learning models, and teaching programs in information technology relevant to the latest technological developments.
	PLO-14 — Able to develop teaching programs in information technology according to the applicable curriculum.
	Program Objectives (PO)
	PLO-PO Matrix

P.O	PLO-7	PLO-14

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	Study and provide an understanding of the concepts of learning planning and development, 21st century learning models, effective learning design, thorough learning, direct learning, problem-based learning, cooperative learning, discovery learning, computational thinking, computer science concepts and soft skills, problem solving strategies, laboratory-based learning, teaching materials, and assessments. Learning is carried out using a constructivist approach and produces a portfolio of syllabi, lesson plans and learning modules from one particular basic competency in vocational secondary education for each student.
References	**Main :**
	1. Arsyad, Azhar. 2007. Media Pembelajaran. Jakarta: Grafindo Persada 2. Prawiradilaga, Dewi Salma. 2008. Prinsip Disain Pembelajaran. Jakarta: Kencana Prenada Media Group
	Supporters:
Supporting lecturer	Prof. Dr. Ekohariadi, 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.	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation 2 X 50			0%
7	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	Explaining evaluation in learning	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
8	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	UTS	**Criteria:** Appropriateness, accuracy, and understanding	Paper and pencil test 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%

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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Presentation and discussion 2 X 50			0%
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	**Criteria:** Appropriateness, accuracy, and understanding	Discussion and assignment 2 X 50			0%
16	Able to explain the basic concepts of learning planning in schools and develop learning plans based on the curriculum.	UTS	**Criteria:** Appropriateness, accuracy, and understanding	Assignment 2 X 50			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** 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.