



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Japanese Language Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Introduction to the School Field (PLP)	8820503297	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	7	July 4, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Didik Nurhadi, M.Pd., M.A., Ph.D.		.....			Rusmiyati, S.Pd., M.Pd.	
<b>Learning model</b>	Project Based Learning						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This course equips students to prepare to become professional teachers at the Bachelor of Education Program level, in the form of assignments to students to implement learning outcomes through observing the learning process in schools/educational institutions, practice developing learning tools, and guided teaching and learning, as well as reflective action under guidance. and supervision of supervising lecturers and tutors in stages.						
	<b>References</b>						
	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Direktorat Pembelajaran Ditjen Pembelajaran dan Kemahasiswaan. 2017. Panduan Program Pengenalan Lapangan Persekolahan Program Sarjana Pendidikan. Jakarta: Ditjen Pembelajaran dan Kemahasiswaan.</li> <li>2. Permenristekdikti No.55 Tahun 2017. 2017. Permenristekdikti Nomor 55 tahun 2017. Jakarta: Ristekdikti.</li> </ol> <p><b>Supporters:</b></p>						
<b>Supporting lecturer</b>	Didik Nurhadi, M.Pd., M.A., Ph.D. Amira Agustin Kocimaheni, 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	Understand the concept of school-based management and the development of morals and character	<p>1.Explains the MBS concept with examples</p> <p>2.Explains the concept of developing character with examples</p>	<p><b>Criteria:</b></p> <p>1.2: 2 differences are correct</p> <p>2.1: true difference</p> <p>3.0: No difference is correct</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Explanation, question and answer, discussion 4 X 50		<p><b>Material:</b> theme 1</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p>	5%
2	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	<p>1.Explains the concept of observation activities, scope and examples</p> <p>2.Identify analytical concepts and direct appreciation of activities related to school culture and include examples</p>	<p><b>Criteria:</b></p> <p>1.3: explanation of 3 characteristics is correct</p> <p>2.2: explanation of 2 characteristics is correct</p> <p>3.1: explanation of 1 characteristic is correct</p> <p>4.0: no correct explanation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p><b>Material:</b> theme 1</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p> <hr/> <p><b>Material:</b> theme 1</p> <p><b>Bibliography:</b> <i>Permenristekdikti No. 55 of 2017. 2017. Permenristekdikti No. 55 of 2017. Jakarta: Ristekdikti.</i></p>	5%
3	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	<p>1.Explains the concept of observation activities, scope and examples</p> <p>2.Identify analytical concepts and direct appreciation of activities related to school culture and include examples</p>	<p><b>Criteria:</b></p> <p>1.3: explanation of 3 characteristics is correct</p> <p>2.2: explanation of 2 characteristics is correct</p> <p>3.1: explanation of 1 characteristic is correct</p> <p>4.0: no correct explanation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p><b>Material:</b> theme 1</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p> <hr/> <p><b>Material:</b> theme 1</p> <p><b>Bibliography:</b> <i>Permenristekdikti No. 55 of 2017. 2017. Permenristekdikti No. 55 of 2017. Jakarta: Ristekdikti.</i></p>	5%

4	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	<ol style="list-style-type: none"> <li>1.Explains the concept of observation activities, scope and examples</li> <li>2.Identify analytical concepts and direct appreciation of activities related to school culture and include examples</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3: explanation of 3 characteristics is correct</li> <li>2.2: explanation of 2 characteristics is correct</li> <li>3.1: explanation of 1 characteristic is correct</li> <li>4.0: no correct explanation</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p><b>Material:</b> themes 2-3</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p>	5%
5	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	<ol style="list-style-type: none"> <li>1.Explains the concept of observation activities, scope and examples</li> <li>2.Identify analytical concepts and direct appreciation of activities related to school culture and include examples</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3: explanation of 3 characteristics is correct</li> <li>2.2: explanation of 2 characteristics is correct</li> <li>3.1: explanation of 1 characteristic is correct</li> <li>4.0: no correct explanation</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p><b>Material:</b> themes 2-3</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p>	5%
6	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	<ol style="list-style-type: none"> <li>1.Able to understand the design 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.</li> <li>2.Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.4: explanation of 4 aspects is correct</li> <li>2.3: explanation of 3 aspects is correct</li> <li>3.2: explanation of 2 aspects is correct</li> <li>4.1: explanation of 1 aspect is correct</li> <li>5.0: no correct explanation</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p><b>Material:</b> theme 7</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p>	5%
7	Identify formal, curricular, co-curricular and extracurricular activities (non-academic learning) as well as the dynamics of schools as educational and learning development institutions	<ol style="list-style-type: none"> <li>1.Explain the concept of formal, curricular, co-curricular and extracurricular activities</li> <li>2.Explain the dynamics of schools as education and learning development institutions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.2: 2 differences are correct</li> <li>2.1: true difference</li> <li>3.0: No difference is correct</li> </ol>	Explanations, questions and answers, discussions and assignments 3 X 50		<p><b>Material:</b> theme 8</p> <p><b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i></p>	5%

8	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Criteria:</b> 1.1. Able to design learning well 2.2. able to carry out learning practices well  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Learning practice (guided), 4 X 50 assignments		<b>Material:</b> themes 1-7 <b>References:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	20%
9	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided), 4 X 50 assignments		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	0%
10	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided) and 4 X 50 Assignment		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	0%
11	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided) and 4 X 50 assignments		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	5%

12	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided) and 4 X 50 assignments		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	5%
13	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided) and 4 X 50 assignments		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	5%
14	Implement guided teaching exercises at various levels according to the teaching practice site	Able to apply learning plans in guided teaching exercises	<b>Form of Assessment :</b> Participatory Activities	Learning practice (guided) and 4 X 50 assignments		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	5%
15	Prepare reports on school field activities	Able to prepare reports as a form of final activity assignment	<b>Criteria:</b> 5 <b>Form of Assessment :</b> Participatory Activities	Assignment 4 X 50		<b>Material:</b> material related to learning practices <b>Library:</b> <i>Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program. Jakarta: Directorate General of Learning and Student Affairs.</i>	5%

16			<b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Learning practice test with project based learning		<b>Material:</b> material related to learning practices <b>Library:</b> Directorate of Learning, Directorate General of Learning and Student Affairs. 2017. <i>Guide to the Introduction to Schooling Field Program for the Undergraduate Education Program.</i> Jakarta: Directorate General of Learning and Student Affairs.	20%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	54.17%
2.	Project Results Assessment / Product Assessment	6.67%
3.	Portfolio Assessment	16.67%
4.	Practice / Performance	17.5%
		95.01%

**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.