			Document Code
	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Bachelor of Mathematics Education Study Program**		

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Learning Planning		8420202004		**T=2**	**P=0**	**ECTS=3.18**		3	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator				Study Program Coordinator	
		....		....				Dr. Endah Budi Rahaju, M.Pd.	

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which 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	Studying the nature of learning planning, learning planning models, learning planning components (Prota, Promes, syllabus, KD, KI, indicators and learning objectives, learning materials, learning methods/approaches, learning media, learning resources, learning assessments) through individual assignments and groups with discussion and reflection activities.

References	**Main :**	
	1. [1] Jaya, Farida. 2019. Perencanaan Pembelajaran, Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatra Utara. [2]. Ananda Rusydi, 2019. Perencanaan Pembelajaran. LPPPI. Medan [3] Perencanaan Pembelajaran	
	Supporters:	

Supporting lecturer	Dr. Janet Trineke Manoy, M.Pd. Dr. Susanah, M.Pd. Dr. Pradnyo Wijayanti, M.Pd. Prof. Rooselyna Ekawati, Ph.D.

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	1.1. Understand the nature of learning planning (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning material on the nature of learning planning (CLO-2)	1.1. Explain the meaning, principles, characteristics. Learning planning. 2.2. Explain the benefits, functions, criteria for learning planning. 3.3. Explain the preparation and approach to the learning planning system.	**Criteria:** Quantity and Test **Form of Assessment** : Participatory Activities, Tests	2 x 50 minute group discussions		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra **Library:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	3%
2	1.1. Understand the nature of learning planning (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning material on the nature of learning planning (CLO-2)	1.1. Explain the meaning, principles, characteristics. Learning planning. 2.2. Explain the benefits, functions, learning planning criteria. 3.3. Explain the preparation and approach to the learning planning system.	**Criteria:** Quantity and Test **Form of Assessment** : Participatory Activities, Tests	2 x 50 minute group discussions		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra **Library:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	2%

3	1.1. Understand the learning planning model (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning material on the learning planning model (CLO-2)	1.1. Explain the meaning of the learning planning model 2.2. Analyze the differences and similarities in the Performance Based Teacher Education (PBTE) model. Dick, Carey & Carey Model, Systemic Learning Planning Model, Davis Learning Planning Model, DSI-PK Model, and ASSURE Model	**Form of Assessment** : Participatory Activities, Tests	2 x 50 minute group discussions		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra **Library:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	2%
4	1.1. Understand the learning planning model (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning material on the learning planning model (CLO-2)	1.1. Explain the meaning of the learning planning model 2.2. Analyze the differences and similarities in the Performance Based Teacher Education (PBTE) model. Dick, Carey & Carey Model, Systemic Learning Planning Model, Davis Learning Planning Model, DSI-PK Model, and ASSURE Model	**Form of Assessment** : Participatory Activities, Tests	2 x 50 minute group discussions		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra **Library:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	2%

| 5 | 1.1. Understand the components of learning planning. (CLO-1)
 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning materials for learning planning components. (CLO-2) | 1. Explain the types and characteristics of learning planning components | **Form of Assessment** : Participatory Activities, Tests | Group discussion | | **Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:**
 Material: [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:**
 Material: [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field : | 5% |
| 6 | 1.1. Understand the components of learning planning related to Prota, Promes, syllabus, KD, KI, indicators and examples (CLO-1)
 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning materials for learning planning components related to Prota, Promes, syllabus, KD, KI, indicators. (CLO-2) | 1.1. Make prota, promissory notes and syllabus in planning mathematics learning.
 2.2. Create indicators of certain KD in planning mathematics learning. | **Forms of Assessment** :
 Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | Group discussion | | **Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:**
 Material: [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:**
 Material: [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field : | 5% |

7	1.1. Understand the components of learning planning related to Prota, Promes, syllabus, KD, KI, indicators and examples (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning materials for learning planning components related to Prota, Promes, syllabus, KD, KI, indicators. (CLO-2)	1.1. Make prota, promissory notes and syllabus in planning mathematics learning. 2.2. Create indicators of certain KD in planning mathematics learning.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field **:**	5%
8			**Form of Assessment** : Practice/Performance, Test				20%
9	1.1. Understand the components of learning planning related to mathematics learning objectives and materials along with examples (CLO-1). 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning planning components related to mathematics learning objectives and materials (CLO-2)	1. Create learning objectives related to the selected material	**Criteria:** Quantity and Test **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field **:**	10%

10	1.1. Understand various learning methods/approaches along with examples. (CLO-1). 2.2. Able to show a scientific, critical and innovative attitude in learning materials using various learning methods/approaches along with examples. (CLO-2)	1.1. Explain the meaning and criteria for selecting learning methods/approaches. 2.2. Explain the meaning of learning methods/approaches along with examples.	**Criteria:** Quantity and Test **Form of Assessment** : Participatory Activities, Tests	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** ---------- **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** ---------- **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	5%
11	1.1. Understand various learning methods/approaches along with examples. (CLO-1). 2.2. Able to show a scientific, critical and innovative attitude in learning materials using various learning methods/approaches along with examples. (CLO-2)	1.1. Explain the meaning and criteria for selecting learning methods/approaches. 2.2. Explain the meaning of learning methods/approaches along with examples.	**Criteria:** Quantity and Test **Form of Assessment** : Participatory Activities, Tests	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** ---------- **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** ---------- **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :	5%

12	1.1. Understand various learning methods/approaches along with examples. (CLO-1). 2.2. Able to show a scientific, critical and innovative attitude in learning materials using various learning methods/approaches along with examples. (CLO-2)	1.1. Explain the meaning and criteria for selecting learning methods/approaches. 2.2. Explain the meaning of learning methods/approaches along with examples.	**Criteria:** Quantity and Test	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field **:**	5%
13	1.1. Understand the components of learning planning related to learning media, learning resources and learning assessment. (CLO-1) 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning learning planning component material related to learning media, learning resources and learning assessment (CLO-2)	1.1. Explain the meaning and function. Benefits and characteristics of learning media and giving reasons for their use. 2.2. Classify learning media and identify learning media criteria. 3.3. Create Teaching Modules	**Criteria:** Quantity and Test **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	Group discussion		**Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:** **Material:** [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:** **Material:** [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field **:** **Material:** [4] Janet Trineke Manoy, 2021 Flipbook Class VIII Middle School Mathematics Learning Media **Library:**	5%

| 14 | 1.1. Understand the components of learning planning related to learning media, learning resources and learning assessment. (CLO-1)
 2.2. Able to demonstrate a scientific, critical and innovative attitude in learning learning planning component material related to learning media, learning resources and learning assessment (CLO-2) | 1.1. Explain the meaning and function. Benefits and characteristics of learning media and giving reasons for their use.
 2.2. Classify learning media and identify learning media criteria.
 3.3. Create Teaching Modules | **Criteria:**
 Quantity and Test
 Forms of Assessment :
 Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | Group discussion | | **Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:**
 Material: [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:**
 Material: [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :
 Material: [4] Janet Trineke Manoy, 2021 Flipbook Class VIII Middle School Mathematics Learning Media **Library:** | 5% |
| 15 | 1.Teaching Module Products
 2. | Creating Teaching Modules | **Criteria:**
 Product
 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Creating Teaching Modules | | **Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1 **Library:**
 Material: [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra. **References:**
 Material: [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :
 Material: [4] Janet Trineke Manoy, 2021 Flipbook Class VIII Middle School Mathematics Learning Media **Library:** | 10% |

| 16 | Able to Create Teaching Modules | Creating Teaching Modules | **Criteria:** Product

Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Creating Teaching Modules | | **Material:** [1] Ratumanan, Rosmiati 2019. Learning Planning. PT RajaGrafindo Persada, Depok1
Library:

Material: [2] Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.
References:

Material: [3] Ananda Rusydi, 2019. Learning Planning. LPPPI. Library Field :

Material: [4] Janet Trineke Manoy, 2021 Flipbook Class VIII Middle School Mathematics Learning Media
Library: | 10% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	24.51%
2.	Project Results Assessment / Product Assessment	22.51%
3.	Practice / Performance	25.01%
4.	Test	22%
		94.03%

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.