



**Universitas Negeri Surabaya**  
**Faculty of Engineering,**  
**Mechanical Engineering Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
MECHANICAL ENGINEERING LEARNING PLANNING	8320302238	Basic Skills MK	T=2	P=0	ECTS=3.18	2	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Nur Aini Susanti, S.Pd., M.Pd		Dr. I Made Arsana, S.Pd., M.T.			Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-6	Able to apply and analyze pedagogical competencies in mechanical engineering education continuously throughout life																																																	
	Program Objectives (PO)																																																		
	PO - 1	Students have an understanding of the nature, principles, models of Learning Planning and apply them that are relevant to the industrial world and its developments																																																	
	PLO-PO Matrix																																																		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>		P.O	PLO-6	PO-1																																														
P.O	PLO-6																																																		
PO-1																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																			
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

Short Course Description	Understanding learning as a system of the 2013 Vocational High School Curriculum and its applications, planning activity programs and micro presentations in the field.
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References	Main :	<ol style="list-style-type: none"> <li>1. Salinan Permendikbud No. 54 tahun 2013 tentang SKLSalinan Permendikbud No. 65 th 2013 tentang Standar ProsesSalinan Permendikbud No. 66 th 2013 tentang Standar PenilaianPermendikbud Nomor 70 tentang Kerangka Dasar dan Struktur Kurikulum SMK-MAKSuparman, Atwi. 1991. Desain Instruksional . Jakarta: PAU-UI, Ditjen Dikti Depdikbud.Depdikbud. 2013. Kurikulum Sekolah Menengah Kejuruan .</li> <li>2. Suyadi. 2015. Panduan Penelitian Tindakan Kelas.Yogyakarta: Diva Press</li> <li>3. Sugiyono. 2015. Metode Penelitian Pendidikan. Bandung: Alfabeta</li> <li>4. Arikunto,S. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: PT. Rineka Cipta</li> <li>5. Sudjana dan Rivai. 2005. Media Pengajaran. Bandung: Sinar Baru Algensindo</li> </ol>
	Supporters:	

Supporting lecturer	Dr. Yunus, M.Pd. Prof. Dr. I Made Arsana, S.Pd., M.T. Nur Aini Susanti, S.Pd., M.Pd. Bima Anggana Widhiarta Putra, S.Pd., M.Pd.
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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	Students are able to describe the meaning and objectives of educational planning. Students are able to describe the meaning of programs and teaching planning	Describe the meaning and objectives of educational planning. Describe the meaning of programs and teaching planning	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Basic Concepts of Learning Planning <b>Literature:</b> <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	2%
2	Students are able to describe the meaning and objectives of educational planning. Students are able to describe the meaning of programs and teaching planning	Describe the meaning and objectives of educational planning. Describe the meaning of programs and teaching planning	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Basic Concepts of Learning Planning <b>Literature:</b> <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	2%
3	Students are able to describe the meaning and objectives of educational planning	Describe the meaning and objectives of educational planning. Describe the meaning of programs and teaching planning	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Principles of Learning Planning <b>Literature:</b> <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	2%
4	Students are able to explain the duties and functions of teachers	Describe the duties and functions of teachers	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Library Learning Management Teacher : <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	5%

5	Students are able to describe Learning Planning Models	Describe Learning Planning Models	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools c. Presence d. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> basic concepts of the 2013 Curriculum <b>Reference:</b> <i>Copy of Minister of Education and Culture Regulation No. 54 of 2013 concerning SKLS Copy of Minister of Education and Culture Regulation no. 65 of 2013 concerning Process Standards Copy of Minister of Education and Culture Regulation No. 66 of 2013 concerning Assessment Standards Minister of Education and Culture Regulation Number 70 concerning the Basic Framework and Structure of the SMK-MAK Curriculum Suparman, Atwi. 1991. Instructional Design. Jakarta: PAU-UI, Directorate General of Higher Education Depdikbud. Depdikbud. 2013. Vocational High School Curriculum.</i></p>	2%
6	Students are able to describe the basic concepts of the 2013 Curriculum	Describe the basic concepts of the 2013 Curriculum	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> basic concepts of the 2013 Curriculum <b>Reference:</b> <i>Copy of Minister of Education and Culture Regulation No. 54 of 2013 concerning SKLS Copy of Minister of Education and Culture Regulation no. 65 of 2013 concerning Process Standards Copy of Minister of Education and Culture Regulation No. 66 of 2013 concerning Assessment Standards Minister of Education and Culture Regulation Number 70 concerning the Basic Framework and Structure of the SMK-MAK Curriculum Suparman, Atwi. 1991. Instructional Design. Jakarta: PAU-UI, Directorate General of Higher Education Depdikbud. Depdikbud. 2013. Vocational High School Curriculum.</i></p>	5%
7	Understanding System Development Model Applications	Lectures, discussions, questions and answers, exercises and assignments	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> System Development Model <b>Library:</b> <i>Sugiyono. 2015. Educational Research Methods. Bandung: Alfabeta</i></p>	2%
8	UTS (attached)	UTS (attached)	<p><b>Criteria:</b> Compliance with the answer key</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	UTS (attached) 2 X 50		<p><b>Material:</b> UTS <b>Library:</b> <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	10%

9	Students are able to understand planning educational instructional goals	Explaining Educational Instructional Goals	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Planning Instructional Objectives <b>References:</b> <i>Arikunto, S. 2006. Research Procedures A Practical Approach. Jakarta: PT. Rineka Cipta</i></p>	2%
10	Students are able to explain the goals of education in the education system	Able to explain the goals of education in the education system	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools c. Presence d. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> describes the goals of education in the education system <b>Reader:</b> <i>Sugiyono. 2015. Educational Research Methods. Bandung: Alfabeta</i></p>	2%
11	Students are able to compile learning materials	able to organize learning materials	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments	<p><b>Material:</b> Preparing Learning Materials <b>Library:</b> <i>Arikunto, S. 2006. Research Procedures A Practical Approach. Jakarta: PT. Rineka Cipta</i></p>	10%
12	Students are able to develop learning media	Able to develop learning media	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools c. Presence d. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	<p><b>Material:</b> Learning Media Planning <b>Literature:</b> <i>Sudjana and Rivai. 2005. Teaching Media. Bandung: Sinar Baru Algensindo</i></p>	10%

13	Able to carry out Learning Evaluation	Able to prepare a lesson plan structure according to the 2013 curriculum	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools c. Presence d. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments	Lectures, discussions, questions and answers, exercises and assignments	<p><b>Material:</b> Understanding Learning Evaluation Planning <b>Reader:</b> Sugiyono. 2015. <i>Educational Research Methods</i>. Bandung: Alfabeta</p>	6%
14	Students are able to prepare a lesson plan structure according to the curriculum	Able to prepare a lesson plan structure according to the curriculum	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, practice 2 X 50	<p><b>Material:</b> preparing the lesson plan structure according to the 2013 curriculum <b>References:</b> Arikunto, S. 2006. <i>Research Procedures A Practical Approach</i>. Jakarta: PT. Rineka Cipta</p>	10%
15	Students Understand the Preparation of Learning Implementation Plans (RPP)	Able to prepare a Learning Implementation Plan (RPP)	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, exercises and assignments 2 X 50	Lectures, discussions, questions and answers, exercises	<p><b>Material:</b> Preparation of Learning Implementation Plans (RPP) <b>References:</b> Arikunto, S. 2006. <i>Research Procedures A Practical Approach</i>. Jakarta: PT. Rineka Cipta</p>	10%
16	UAS	Prepare a Learning Implementation Plan (RPP) according to the curriculum	<p><b>Criteria:</b> a. Conformity with reporting format b. Conformity with guidelines for preparing learning tools a. Presence b. Activeness in questions and answers, seriousness in attending lectures</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50 Performance Test	2 X 50 Performance Test	<p><b>Material:</b> Preparation of Learning Implementation Plans (RPP) <b>References:</b> Arikunto, S. 2006. <i>Research Procedures A Practical Approach</i>. Jakarta: PT. Rineka Cipta</p>	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	36%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	4%
4.	Test	5%
		100%

## 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.