

## Universitas Negeri Surabaya Faculty of Sports and Health Sciences, Bachelor of Physical Education, Health & Recreation Study Program

Document Code

	SEMESTER LEARNING PLAN													
Courses				CODE		Course	Course Family		Cr	Credit Weight		SEMESTER	Compilation Date	
Basics of	f Edu	Ication		8520102247		Compute	sory Curricul	um Subjects	·   1	T=2	P=0 EC	CTS=3.18	1	July 18, 2024
AUTHOR	IZAT	ION		SP Developer	r	National		Course Cl	uster	Coord	inator		Study Program	n Coordinator
				Dr. Heryanto N M.Si.T. Sri Wit Ningsih, S.Pd.	Nur M, M.F cahyani, S , M.Pd.	Pd Dr. Anung .Pd., M.Pd. Y	Priambodo, uni Fitriyah	Dr. Heryar	ito Nu	r M, M.	Pd		Dr. Mochan S.Pd.,	ad Ridwan, M.Pd.
Learning model		Case Studies											I	
Program	ı	PLO study program that is charged to the course												
Outcom	g es	Program Object	tives	s (PO)										
(PLO)		PO - 1	Cont	tribute to improvir	ng the qua	lity of life in so	ociety, nation	, state and ci	vilizat	ion bas	ed on P	ancasila ir	n Basic Educatio	n lectures
		PLO-PO Matrix												
			_											
				P.0										
				PO-1										
		PO Matrix at th	e en	d of each learn	ing stage	e (Sub-PO)								
			F											
				P.0			_		Weel	(				
					1 2	3 4	5 6	7 8	9	10	11	12	13 14 1	5 16
			Ρ	-0-1										
Short Course Descript	tion	Courses that equ foundations of e innovation in Indo	iip pr ducat onesia	ospective teache tion, education a a, and good chara	rs and/or is a syste acter educ	in-service tea em, the natio ation in Schoo	chers about nal educatio bls and outsio	the basic co n system, te le schools us	ncept acher ing th	s of ed s as a e case	ucation, profes method	human n sion, educ	ature and its de cational problem	velopment, the Is, educational
Reference	ces	Main :												
	<ol> <li>M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembanga Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang.</li> <li>Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru Yogyakarta: Pustaka Yustisia.</li> <li>Peraturan perundang-undangan pendidikan yang berlaku dan relevan.</li> <li>MV Roesminingsih &amp; Lamijan hadi Susarno. 2021. Teori dan Praktek Pendidikan. FIP. Unesa.</li> <li>Suteja &amp; Akhmad Affandi. 2016. Dasar-Dasar Pendidikan. Cirebon: CV Elsi Pro.</li> <li>Rosmita Sari Siregar. 2021. Dasar-Dasar Pendidikan. Yayasan Kita Menulis</li> </ol>							rengembangan 9 dan Terbaru.						
		Supporters:												
		<ol> <li>Haudi. 20</li> <li>Undang-</li> <li>Artikel di</li> </ol>	021. [ Unda jurna	Dasar-Dasar Peni ng No. 20 tahun 3 I-jurnal terkini yar	didikan. Ka 2003 tenta ng relevan	ab Solok, Insa Ing Sistem Pe	an Cendekia Indidikan Nas	Mandiri sional						
Support lecturer	ing	Dr. Anung Priaml Dr. Heryanto Nur Sri Wicahyani, M	oodo, Muha .Pd.	S.Pd., M.Psi.T. ammad, S.Pd., M	.Pd.									
Week-	Fina eac stag (Su	al abilities of h learning ge b-PO)		Eval	uation			Help I Learnin Student A [Estim		Ip Learning, ning methods, nt Assignments, timated time]		Learning materials [References ]	Assessment Weight (%)	
(6)		(0)		Indicator	Criter	ia & Form	Offline	(offline)	-	Onli	ne ( onl	ine)	(	(6)
(1)		(2)		(3)		(4)		(5)			(6)		(7)	(8)

1	importance of basic education courses and basic educational concepts	<ol> <li>Orientation of the Basics of Education course</li> <li>Describe the basic concepts of education as a Value Transformation Process</li> </ol>	Participation assessment rubric Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Learning form: Face-to-face lecture Learning method: Discussion & questions and answers 2X 50° / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Discussion & questions and answers 2X 50' / 3.18 ECTS	Material: college college contract Bibliography: MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers. Material: Basic Introduction to Education Literature: Articles in relevant current journals	5%
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2	Analyzing human nature and development	<ol> <li>Analyzing the essential nature of humans</li> <li>Analyzing the development of human dimensions</li> <li>Analyzing the Indonesian human figure as a whole</li> </ol>	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment / Product Assessment / Performance	Learning Form: Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Students hold discussions to produce problem solving process. Students hold encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making ingustions according to	Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://viearning.unesa.ac.id Learning method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the problem solving process. Lecturer: guides the problem solving process. Lecture: guides the problem solving process. Lecture: guides the presented/presented in the form of work	Material: Human nature Reader: Suteja & Akhmad Affandi. 2016. Basics of Education. Cirebon: CV Elsi Pro. Material: Indonesian human figure Bibliography: Articles in relevant current journals	5%
				conclusions according to	input obtained from other		
				groups 2X 50' / 3.18 ECTS	2X 50' / 3.18 ECTS		

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4	Analyzing the	1.Analyzing the	Criteria:	Learning Form:	Learning Form:	Material:	5%
	Nature of	meaning of	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	Definition of	
	Education and	education, the	assessment		via V-learning and zoom.	education,	
	System	educational	rubric	Learning Method:	Vinesa	educational	
	oystem	process and	2 Performance	Problem based	V-learning:	process and	
		the function of	assessment	learning/case study	http://vlearning.unesa.ac.id	function of	
		education	rubric			education	
		2. Analyzing the	3.Product	Phase 1: Learner	Learning method:	Reference:	
		meaning of	assessment	orientation to the	Problem based	Haudi. 2021.	
		system various	rubric	problem;	learning/case study	Basics of	
		systems and		ne lecturer conveys the	- Dhase 1: Learner	Education.	
		analyzing	Forms of	solved as a group	orientation to the problem:	Independent	
		education as a	Assessment :	Students observe and	The lecturer conveys the	Scholars	
		system	Participatory	understand the problem	problem that will be solved	Conolars	
		System	Activities, Project	presented by the lecturer	as a group.	Matorial	
			Results Assessment /	or obtained from the	Students observe and	Education as	
			Product Assessment,	recommended reading	understand the problem	a System	
			Practices /	material.	presented by the lecturer	Literature:	
			Performance		or obtained from the	Articles in	
				Phase 2: Organize	recommended reading	relevant	
				students to learn;	material.	current	
				The lecturer ensures that		journals	
				each member	Phase 2: Organize		
				understands their	students to learn;		
				respective assignments.	I ne lecturer ensures that		
				Students discuss and	each member understands		
				uivide assignments to			
				nnu une data/materiale/toole	assignments.		
				needed to solve the	divide assignments to find		
				problem	the data/materials/tools		
				problem	needed to solve the		
				Phase 3:	problem		
				Guiding individual and	problem		
				group investigations:	Phase 3:		
				The lecturer monitors	Guiding individual and		
				student involvement in	group investigations;		
				collecting data/materials	The lecturer monitors		
				during the investigation	student involvement in		
				process.	collecting data/materials		
				Students conduct	during the investigation		
				investigations (search	process.		
				for	Students conduct		
				data/references/sources)	investigations (search for		
				nor group discussion	for group disquesion		
				materials	nor group discussion		
				• Phase 4:	materials		
				Develop and present the	Phase 4 <sup>-</sup>		
				results of the work: and	Develop and present the		
				the lecturer monitors the	results of the work: and		
				discussion and guides	the lecturer monitors the		
				the preparation of	discussion and guides the		
				reports so that each	preparation of reports so		
				group's work is ready to	that each group's work is		
				be presented.	ready to be presented.		
				Students hold	Students hold discussions		
				uiscussions to produce	to produce problem		
				problem solving	solving solutions and the		
				are presented/precented	nresented/presented in the		
				in the form of work	form of work		
				In the form of work			
				Phase 5	• Phase 5 <sup>.</sup>		
				Analyze and evaluate	Analyze and evaluate the		
				the problem solving	problem solving process.		
				process.	Lecturer: guides the		
				Lecturer: guides the	presentation and		
				presentation and	encourages groups to give		
				encourages groups to	awards and input to other		
				give appreciation and	groups.		
				input to other groups.	Students. Each group		
				Students. Each group	makes a presentation, the		
				the other groups size	ouner groups give		
				appreciation The activity	appreciation. The activity		
				continues by	summarizing/making		
				summarizing/making	conclusions based on		
				conclusions based on	input obtained from other		
				input obtained from other	groups.		
				groups.	2X50 <sup>,</sup> / 3.18 ECTS		
				2X50' / 3.18 ECTS			

					r	r	
5	Analyzing the	1.Analvzing the	Criteria:	Learning Form:	Learning Form:	Material:	5%
	Nature of	meaning of	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	Definition of	
	Education and	education the	assessment		via V-learning and zoom.	education,	
	Education as a	educational	rubric	Learning Method:	Vinesa	educational	
	System	process and	2 Performance	Problem based	V-learning:	process and	
		the function of	assessment	learning/case study	http://vlearning.unesa.ac.id	function of	
		education	rubric			education	
		2 Analyzing the	3 Product	<ul> <li>Phase 1: Learner</li> </ul>	Learning method:	Reference:	
		Z.Analyzing the	assessment	orientation to the	Problem based	Haudi. 2021.	
		system various	rubric	problem;	learning/case study	Basics of	
		system, various	TUDIIC	The lecturer conveys the		Education.	
		systems and	Forms of	problem that will be	Phase 1: Learner	Solok District,	
		analyzing	Assessment	solved as a group.	orientation to the problem;	Independent	
		education as a	Participatory	Students observe and	The lecturer conveys the	Scholars	
		system	Activities. Project	understand the problem	problem that will be solved		
			Results Assessment /	presented by the lecturer	as a group.	Material:	
			Product Assessment,	or obtained from the	Students observe and	Education as	
			Practices /	material	procented by the lecturer	a System	
			Performance	material.	or obtained from the	Literature:	
				• Phase 2 <sup>.</sup> Organize	recommended reading	Articles III	
				students to learn:	material.	current	
				The lecturer ensures that	matonali	iournale	
				each member	Phase 2: Organize	journais	
				understands their	students to learn:		
				respective assignments.	The lecturer ensures that		
				Students discuss and	each member understands		
				divide assignments to	their respective		
				find the	assignments.		
				data/materials/tools	Students discuss and		
				needed to solve the	divide assignments to find		
				problem	the data/materials/tools		
					needed to solve the		
				Phase 3:	problem		
				Guiding individual and			
				group investigations;	Phase 3:		
				The lecturer monitors	Guiding individual and		
				student involvement in	group investigations;		
				collecting data/materials	The lecturer monitors		
				during the investigation	student involvement in		
				process. Students conduct	during the investigation		
				investigations (search	process		
				for	Students conduct		
				data/references/sources)	investigations (search for		
				for group discussion	data/references/sources)		
				materials	for group discussion		
					materials		
				Phase 4:			
				Develop and present the	Phase 4:		
				results of the work; and	Develop and present the		
				the lecturer monitors the	results of the work; and		
				discussion and guides	the lecturer monitors the		
				the preparation of	discussion and guides the		
				reports so that each	preparation of reports so		
				group's work is ready to	that each group's work is		
				be presented.	ready to be presented.		
				discussions to produce			
				problem solving	solving solutions and the		
				solutions and the resulte	results are		
				are presented/presented	presented/presented in the		
				in the form of work	form of work		
				Phase 5:	Phase 5:		
				Analyze and evaluate	Analyze and evaluate the		
				the problem solving	problem solving process.		
				process.	Lecturer: guides the		
				Lecturer: guides the	presentation and		
				presentation and	encourages groups to give		
				encourages groups to	awards and input to other		
				give appreciation and	groups.		
				Input to other groups.	Sudents. Each group		
				Success a procentation	other groups give		
				the other groups give	onier groups give		
				and other groups give	continues by		
				continues hv	summarizing/making		
				summarizing/making	conclusions based on		
				conclusions based on	input obtained from other		
				input obtained from other	groups.		
				groups.	2X50' / 3.18 ECTS		
				2X50 <sup>,</sup> / 3.18 ECTS	_		

6	Understanding the National Education System	<ol> <li>Analyze the basis, objectives, functions of national education</li> <li>Analyzing educations</li> <li>Analyzing education programs and management</li> </ol>	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Discussion & questions and answers about the National Education System 2X50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & questions and answers about the National Education System 2X50' / 3.18 ECTS	Material: Education System Library: MV Roesminingsih & Lamijan Hadi Susarno. 2021. Educational Theory and Practice. FIP. Unesa. Material: National Education System Literature: Law no. 20 of 2003 concerning the National Education System Material: National Education System Material: National Education System Material: National Education System Material: National Education System	5%
7	Understanding the Foundations of Education	<ol> <li>Analyze the meaning of the foundations of education</li> <li>Analyze the religious, philosophical, empirical, juridical, historical, psychological, sociological, cultural and Tut Wuri Handayani foundations, as well as the science and technology foundations</li> </ol>	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers about the Foundations of Education 2X50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & questions and answers about the Foundations of Education 2X50' / 3.18 ECTS	Material: Foundations of Education Library: Suteja & Akhmad Affandi. 2016. Basics of Education. Cirebon: CV Elsi Pro.	5%
8	UTS		Criteria: UTS assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	2X50' / 3.18 ECTS	2X50' / 3.18 ECTS	Material: UTS Reader: Suteja & Akhmad Affandi. 2016. Basics of Education. Cirebon: CV Elsi Pro.	15%

9	Analyzing the Concept of Teaching as a	1.Analyze the meaning of	Criteria: Participation	Learning Form: Face-to-face lecture	Learning Form: Virtual face-to-face lecture	Material: The concept of	5%
9	Analyzing the Concept of Teaching as a Profession	<ol> <li>Analyze the meaning of teachers as a profession, teacher responsibilities, teacher duties and roles, teacher professionalism competencies</li> <li>Analyzing the teacher's code of ethics</li> <li>Analyzing 21st century teachers</li> </ol>	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers about the Concept of Teaching as a Profession 2X50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & questions and answers about the Concept of Teaching as a Profession 2X50' / 3.18 ECTS	Material: The concept of teaching as a profession Reader: Rosmita Sari Siregar. 2021. Basics of Education. We Write Foundation Material: Teacher Code of Ethics Library: Articles in relevant current journals Material: 21st century teacher Literature: MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences,	5%
						Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.	

10	Analyzing Educational Problems and Education Problems in Indonesia	<ol> <li>Analyzing educational problems</li> <li>Analyzing education problems in Indonesia</li> </ol>	Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric 3.Product assessment rubric Form of Assessment Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process.	Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and	Material: Educational problems Reference: MV Roesminingsih & Lamijan Hadi Susarno. 2021. Educational Theory and Practice. FIP. Unesa.	5%
				group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work	that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work		
				Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X50' / 3.18 ECTS	• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X50' / 3.18 ECTS		

11       Analyzing Educational Problems and Education Problems in Indonesia       1. Analyzing educational problems       Criteria: Participation       Learning Form: Assessment rubric       Learning Form: Face-to-face lecture       Learning Form: Virtual face-to-face lecture       Mathematication Virtual face-to-face lecture	Material: Educational problems Reference: MV Roesminingsih & Lamijan Hadi Susarno. 2021. Educational Practice. FIP. Unesa. Material: Educational problems in Indonesia Bibliography: Articles in relevant current journals	5%
suuenti discuss and divide assignments to find the datamaterialshools needel to solve the problem - Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Studenti sconduct investigation process. Student involvement in collecting data/materials during the investigation process. Student is conduct investigation (search for data/references/sources) for group idicussion materials the jecturer monitors the discussion and present the ready to be presented. Stocassisnis to produce problem solving process. Lecturer: guides the presentation and input to ther groups Students Each group solving solutions and the results are presented/presented in the form of work input to ther groups group to give appreciation and input to ther groups group to give appreciation and input to ther groups group to give appreciation. The activity continues by summatizing/making conclusions according to input othared from other		
input obtained from other groups 2X50' / 3.18 ECTS		

12	Analyzing	1 Anal	Criteria:	Learning Form:	Learning Form:	Material	504
12	Educational	L.Analyzing	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	Educational	5%0
	Innovation	problems	Assessment		via V-learning and zoom.	Innovation	
		2.Analyzing	Rubric	Learning Method:	Vinesa	Literature:	
		education	2.Performance	Problem based	V-learning:	Articles in	
		problems in	assessment	learning/case study	http://viearning.unesa.ac.iu	current	
		Indonesia	rubric	Phase 1: Learner	Learning method:	journals	
			3.Product	orientation to the	Problem based	,	
			rubric	problem;	learning/case study		
			TUDIIC	The lecturer conveys the	- Dhase 1: Learner		
			Form of Assessment	solved as a group	• Phase 1. Learner		
			:	Students observe and	The lecturer conveys the		
			Participatory	understand the problem	problem that will be solved		
			Results Assessment /	presented by the lecturer	as a group.		
			Product Assessment	recommended reading	understand the problem		
				material.	presented by the lecturer		
					or obtained from the		
				Phase 2: Organize	recommended reading		
				The lecturer ensures that	malenal.		
				each member	Phase 2: Organize		
				understands their	students to learn;		
				respective assignments.	The lecturer ensures that		
				divide assignments to	their respective		
				find the	assignments.		
				data/materials/tools	Students discuss and		
				needed to solve the	divide assignments to find		
				problem	the data/materials/tools		
				Phase 3:	problem		
				Guiding individual and			
				group investigations;	Phase 3:		
				The lecturer monitors	Guiding Individual and		
				collecting data/materials	The lecturer monitors		
				during the investigation	student involvement in		
				process.	collecting data/materials		
				Students conduct	during the investigation		
				for	Students conduct		
				data/references/sources)	investigations (search for		
				for group discussion	data/references/sources)		
				materials	materials		
				Phase 4:			
				Develop and present the	Phase 4:		
				results of the work; and	Develop and present the		
				discussion and guides	the lecturer monitors the		
				the preparation of	discussion and guides the		
				reports so that each	preparation of reports so		
				be presented	ready to be presented		
				Students hold	Students hold discussions		
				discussions to produce	to produce problem		
				problem solving	solving solutions and the		
				are presented/presented	presented/presented in the		
				in the form of work	form of work		
				• Phase 5	• Phase 5		
				Analyze and evaluate	Analyze and evaluate the		
				the problem solving	problem solving process.		
				process.	Lecturer: guides the		
				Lecturer: guides the	presentation and encourages groups to give		
				encourages groups to	appreciation and input to		
				give appreciation and	other groups.		
				input to other groups.	Students. Each group		
				Sudents. Each group makes a presentation	makes a presentation, the		
				the other groups give	appreciation. The activity		
				appreciation. The activity	continues by		
				continues by	summarizing/making		
				conclusions according to	input obtained from other		
				input obtained from other	groups		
				groups	2X50 <sup>4</sup> / 3.18 ECTS		
				2X50' / 3.18 ECTS			

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13	Analyzing Educational Innovation	1.Analyzing educational problems 2.Analyzing education problems in Indonesia	Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric 3.Product assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning Form: Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students of search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and	Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work	Material: Educational Innovation Literature: Articles in relevant current journals	5%
				Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work	Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work		
				Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making	Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to		
				conclusions according to input obtained from other groups 2X50' / 3.18 ECTS	input obtained from other groups 2X50' / 3.18 ECTS		

Analyzing	1.Analyzing	Criteria:	Learning Form	Learning Form	Matorial	5%
Character Education	character education 2.Analyzing education problems in Indonesia	1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Practices / Performance	Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group	<ul> <li>Virtual face-to-face lecture via V-learning and zoom.</li> <li>Vireasa</li> <li>V-learning: http://vlearning.unesa.ac.id</li> <li>Learning method: Problem based learning/case study</li> <li>Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group.</li> <li>Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material.</li> <li>Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments.</li> <li>Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</li> <li>Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process.</li> <li>Students conduct investigations (search for data/references/sources) for group discussion materials</li> <li>Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</li> <li>Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the problem solving process. Lecturer: guides the problem solving process.</li> <li>Students. Each group makes a presentation, the</li> </ul>	Character education Literature: Articles in relevant current journals	
			Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups	Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X50' / 3.18 ECTS		
	Education	character education 2.Analyzing education problems in Indonesia	Education 2.Analyzing education problems in Indonesia	Character education problems in Indonesia	<ul> <li>L. Participation</li> <li>J. Participation</li> <li>Assessment</li> <li>Reaction</li> <li>S. Participation</li> <li>Participation</li> <li>Performance</li> <li>Performance</li> <li>Performance</li> <li>Performance</li> <li>Performance</li> <li>Participation</li> <li>Participation</li> <li>Participation</li> <li>Participation</li> <li>Participation</li> <li>Participation</li> <li>Participation</li> <li>Performance</li> <li>Performance</li> <li>Performance</li> <li>Participation</li> <li>Participatindividual and group investinga</li></ul>	Education       character character 2. Location poblems in indonesia       1. Participation Assessment ubic       1. Participation Assessment ubic       Pace-6-face lecture character 2. Performance assessment ubic       Virtual tack-to bac lecture the character problem based       Virtual tack-to bac lecture the character the character problem based       Virtual tack-to bac lecture the lecture character problem based       Virtual tack-to bac lecture the lecture problem based       Virtual tack-to bac lecture the lecture problem       Virtual tack-to bac

15	Analyzing Character Education	1. Analyzing character education problems in indonesia	Criteria: 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment : Participatory Activities, Project Results Assessment / Product Assessment / Practices / Performance Criteria:	Learning Form: Face-to-face lecture Learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions acording to input obtained from other groups 2X50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and understand the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student solve the problem • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results of discussions to produce problem solving solutions and the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work	Material: Character education Literature: Articles in relevant current journals	5%
	chapter 2 of Book 1 Educational Theory and Practice	questions correctly	UAS assessment rubric Form of Assessment : Participatory Activities	2X50' / 3.18 ECTS	2X50' / 3.18 ECTS	Literature: MV Roesminingsih & Lamijan hadi Susarno. 2021. Educational Theory and Practice. FIP. Unesa.	

Evaluation Percentage Recap: Case Study

L	No	Evaluation	Percentage
	1.	Participatory Activities	56.69%
	2.	Project Results Assessment / Product Assessment	26.69%

3.	Practice / Performance	11.69%
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. Indicators for assessing ability in the process and student learning outcomes are specific and measurable statements that identify the
- 5. 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. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning,
- 9. 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.