



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 Family	Credit Weight			SEMESTER	Compilation Date
Basics of Education	8520102247	Compulsory Curriculum Subjects - National	T=2	P=0	ECTS=3.18	1	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Heryanto Nur M, M.Pd Dr. Anung Priambodo, M.Si.T. Sri Wicahyani, S.Pd., M.Pd. Yuni Fitriyah Ningsih, S.Pd., M.Pd.		Dr. Heryanto Nur M, M.Pd			Dr. Mochamad Ridwan, S.Pd., M.Pd.	

Learning model	Case Studies																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	Program Objectives (PO)																																																		
	PO - 1 Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila in Basic Education lectures																																																		
	PLO-PO Matrix																																																		
	<table border="1" style="margin-left: 40px;"> <tr> <td style="width: 60px; height: 20px;">P.O</td> </tr> <tr> <td style="width: 60px; height: 20px;">PO-1</td> </tr> </table>	P.O	PO-1																																																
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Short Course Description	Courses that equip prospective teachers and/or in-service teachers about the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and good character education in Schools and outside schools using the case method.																																																		
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="width: 60px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> <tr> <td style="width: 60px; height: 20px;">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><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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References	<p>Main :</p> <ol style="list-style-type: none"> M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia. Peraturan perundang-undangan pendidikan yang berlaku dan relevan. MV Roesminingsih & Lamijan hadi Susarno. 2021. Teori dan Praktek Pendidikan. FIP. Unesa. Suteja & Akhmad Affandi. 2016. Dasar-Dasar Pendidikan. Cirebon: CV Elsi Pro. Rosmita Sari Siregar. 2021. Dasar-Dasar Pendidikan. Yayasan Kita Menulis <p>Supporters:</p> <ol style="list-style-type: none"> Haudi. 2021. Dasar-Dasar Pendidikan. Kab Solok, Insan Cendekia Mandiri Undang-Undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional Artikel di jurnal-jurnal terkini yang relevan
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Supporting lecturer	Dr. Anung Priambodo, S.Pd., M.Psi.T. Dr. Heryanto Nur Muhammad, S.Pd., M.Pd. Sri Wicahyani, 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	Understand the importance of basic education courses and basic educational concepts	<p>1.Orientation of the Basics of Education course</p> <p>2.Describe the basic concepts of education</p> <p>3.Education as a Value Transformation Process</p>	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning form: Face-to-face lecture</p> <p>Learning method: Discussion & questions and answers 2X 50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://Vlearning.unesa.ac.id</p> <p>Learning method: Discussion & questions and answers 2X 50' / 3.18 ECTS</p>	<p>Material: college contract</p> <p>Bibliography: <i>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.</i></p> <p>Material: Basic Introduction to Education</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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2	Analyzing human nature and development	<p>1.Analyzing the essential nature of humans</p> <p>2.Analyzing the dimensions of human nature</p> <p>3.Analyzing the development of human dimensions</p> <p>4.Analyzing the Indonesian human figure as a whole</p>	<p>Criteria:</p> <p>1.Participation assessment rubric</p> <p>2.Performance assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X 50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X 50' / 3.18 ECTS 	<p>Material: Human nature Reader: <i>Suteja & Akhmad Affandi. 2016. Basics of Education. Cirebon: CV Elsi Pro.</i></p> <hr/> <p>Material: Indonesian human figure Bibliography: <i>Articles in relevant current journals</i></p>	5%
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3	Analyzing human nature and development	<p>1.Analyzing the essential nature of humans</p> <p>2.Analyzing the dimensions of human nature</p> <p>3.Analyzing the development of human dimensions</p> <p>4.Analyzing the Indonesian human figure as a whole</p>	<p>Criteria:</p> <p>1.Participation assessment rubric</p> <p>2.Performance assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X 50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2X 50' / 3.18 ECTS 	<p>Material: Human nature Reader: <i>Suteja & Akhmad Affandi. 2016. Basics of Education. Cirebon: CV Elsi Pro.</i></p> <hr/> <p>Material: Indonesian human figure Bibliography: <i>Articles in relevant current journals</i></p>	5%
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4	Analyzing the Nature of Education and Education as a System	<p>1. Analyzing the meaning of education, the educational process and the function of education</p> <p>2. Analyzing the meaning of system, various systems and analyzing education as a system</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. 2X50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. 2X50' / 3.18 ECTS 	<p>Material: Definition of education, educational process and function of education</p> <p>Reference: <i>Haudi. 2021. Basics of Education. Solok District, Independent Scholars</i></p> <hr/> <p>Material: Education as a System</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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5	Analyzing the Nature of Education and Education as a System	<p>1. Analyzing the meaning of education, the educational process and the function of education</p> <p>2. Analyzing the meaning of system, various systems and analyzing education as a system</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. 2X50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. 2X50' / 3.18 ECTS 	<p>Material: Definition of education, educational process and function of education</p> <p>Reference: <i>Haudi. 2021. Basics of Education. Solok District, Independent Scholars</i></p> <hr/> <p>Material: Education as a System</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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6	Understanding the National Education System	<ol style="list-style-type: none"> 1. Analyze the basis, objectives, functions of national education 2. Analyzing educational institutions 3. Analyzing education programs and management 	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion & questions and answers about the National Education System 2X50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion & questions and answers about the National Education System 2X50' / 3.18 ECTS</p>	<p>Material: Education System Library: MV Roesminingsih & Lamijan Hadi Susarno. 2021. <i>Educational Theory and Practice. FIP. Unesa.</i></p> <hr/> <p>Material: National Education System Literature: Law no. 20 of 2003 concerning the National Education System</p> <hr/> <p>Material: National Education System Library: Articles in the latest relevant journals</p>	5%
7	Understanding the Foundations of Education	<ol style="list-style-type: none"> 1. Analyze the meaning of the foundations of education 2. Analyze the religious, philosophical, empirical, juridical, historical, psychological, sociological, cultural and Tut Wuri Handayani foundations, as well as the science and technology foundations 	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion & questions and answers about the Foundations of Education 2X50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion & questions and answers about the Foundations of Education 2X50' / 3.18 ECTS</p>	<p>Material: Foundations of Education Library: Suteja & Akhmad Affandi. 2016. <i>Basics of Education. Cirebon: CV Elsi Pro.</i></p>	5%
8	UTS		<p>Criteria: UTS assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	2X50' / 3.18 ECTS	2X50' / 3.18 ECTS	<p>Material: UTS Reader: Suteja & Akhmad Affandi. 2016. <i>Basics of Education. Cirebon: CV Elsi Pro.</i></p>	15%

9	Analyzing the Concept of Teaching as a Profession	<p>1. Analyze the meaning of teachers as a profession, teacher responsibilities, teacher duties and roles, teacher professionalism competencies</p> <p>2. Analyzing the teacher's code of ethics</p> <p>3. Analyzing 21st century teachers</p>	<p>Criteria: Participation Assessment Rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion & questions and answers about the Concept of Teaching as a Profession 2X50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion & questions and answers about the Concept of Teaching as a Profession 2X50' / 3.18 ECTS</p>	<p>Material: The concept of teaching as a profession Reader: <i>Rosmita Sari Siregar. 2021. Basics of Education. We Write Foundation</i></p> <hr/> <p>Material: Teacher Code of Ethics Library: <i>Articles in relevant current journals</i></p> <hr/> <p>Material: 21st century teacher Literature: <i>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.</i></p>	5%
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10	Analyzing Educational Problems and Education Problems in Indonesia	1.Analyzing educational problems 2.Analyzing education problems in Indonesia	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation Assessment Rubric 2.Performance assessment rubric 3.Product assessment rubric <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Educational problems</p> <p>Reference: MV Roesminingsih & Lamijan Hadi Susarno. 2021. <i>Educational Theory and Practice. FIP. Unesa.</i></p>	5%
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11	Analyzing Educational Problems and Education Problems in Indonesia	<p>1. Analyzing educational problems</p> <p>2. Analyzing education problems in Indonesia</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Educational problems</p> <p>Reference: <i>MV Roesminingsih & Lamijan Hadi Susarno. 2021. Educational Theory and Practice. FIP. Unesa.</i></p> <p>Material: Educational problems in Indonesia</p> <p>Bibliography: <i>Articles in relevant current journals</i></p>	5%
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12	Analyzing Educational Innovation	<p>1. Analyzing educational problems</p> <p>2. Analyzing education problems in Indonesia</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Educational Innovation</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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13	Analyzing Educational Innovation	<p>1. Analyzing educational problems</p> <p>2. Analyzing education problems in Indonesia</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Educational Innovation</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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14	Analyzing Character Education	<p>1. Analyzing character education</p> <p>2. Analyzing education problems in Indonesia</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Character education</p> <p>Literature: <i>Articles in relevant current journals</i></p>	5%
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15	Analyzing Character Education	1. Analyzing character education 2. Analyzing education problems in Indonesia	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation Assessment Rubric 2. Performance assessment rubric 3. Product assessment rubric <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id</p> <p>Learning method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 	<p>Material: Character education Literature: <i>Articles in relevant current journals</i></p>	5%
16	Attached to chapter 2 of Book 1 Educational Theory and Practice	Can do UAS questions correctly	<p>Criteria: UAS assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	2X50' / 3.18 ECTS	2X50' / 3.18 ECTS	<p>Material: UAS Literature: <i>MV Roesminingsih & Lamijan hadi Susarno. 2021. Educational Theory and Practice. FIP. Unesa.</i></p>	15%

Evaluation Percentage Recap: Case Study

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.
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.