SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Education		8420302275	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	1	July 18, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		TIM MK Dasar Kependidikan	Dr. Eko Hariyono, M.Pd.	Mita Anggaryani, M.Pd., Ph.D.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students can analyze the basic principles of education from a humanitarian perspective
	PO - 2	Students can analyze the concept of education as a system
	PO - 3	Students can apply educational concepts in the profession
	PO - 4	Students can analyze educational problems individually and in groups
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	To 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 character education both in schools and outside of school and able to work effectively in resolving education-related cases both individually and in groups

References	**Main :**

1. 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.
2. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia.
3. Peraturan perundang-undangan pendidikan yang berlaku dan relevan.
4. Referensi yang relevan dengan karakteristik dan profesi lulusan di jurusan/program studi masing-masing.

Supporters:

1. Hasbullah. 2012. Dasar-dasar Ilmu Pendidikan. Jakarta: PT Raja Grafindo Persada
2. Kadir, Abdul dkk. 2012. Dasar-dasar Pendidikan. Jakarta: Kencana Prenada Media Group
3. Mudyaharjo, R. 2012. Pengantar Pendidikan. Jakarta: PT Raja Grafindo Persada

Supporting lecturer	Dra. Suliyanah, M.Si. Dr. Dwikoranto, M.Pd. Dr. Eko Hariyono, S.Pd., M.Pd. Setyo Admoko, S.Pd., M.Pd. Prof. Nadi Suprapto, S.Pd., M.Pd., Ph.D. Mita Anggaryani, M.Pd., Ph.D. Dr. Muhammad Satriawan, M.Pd. Nurita Apridiana Lestari, S.Pd., M.Pd. Utama Alan Deta, S.Pd., M.Pd., M.Si. Dr. Binar Kurnia Prahani, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the basic concepts of education scientifically	1. Describe the basic concepts of education 2. Explain the meaning of education as political science	**Criteria:** in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns. **Form of Assessment**: Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Basic Concepts of Education **Library:** *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.*	3%
2	Explaining Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describes the development of human dimensions 4. Describes the complete Indonesian human figure	**Criteria:** Students can explain the material correctly **Form of Assessment**: Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Human Nature and Its Development **Literature:** *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.*	3%

3	Explaining the Nature of Education	1.Explaining the Definition of Education 2.Explaining the Education Process 3.Analyzing the Function of Education	**Criteria:** Students can explain the material correctly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** The Nature of Education **Literature:** *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.*	3%
4	Explaining the Nature of Education	1.Describe the meaning of education 2.Describe the Education Process 3.Describe and analyze the function of education	**Criteria:** 1.Students can compose descriptions correctly and clearly 2.Students can write analyzes correctly and clearly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** The Nature of Education **Literature:** *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.*	3%
5	Explaining Education as a System	1.Explain the meaning of the system 2.Explain the various systems 3.Analyzing Education as a System	**Criteria:** 1.Students can explain the meaning of the system correctly 2.Students can name various systems correctly 3.Students can analyze educational problems as a system according to the correct stages **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Education as a System **Library:** *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.*	5%

| 6 | Explaining the national education system | 1. Describe the basis, objectives, functions of national education and educational institutions
2. Describe educational programs and management | **Criteria:**
1. If individual students can report more than 3 pages according to the provisions, they will be given a score of 85
2. If individual students can report according to the provisions, only 2 pages will be given a score of 75
3. If individual students can report according to the provisions, only 1 page will be given a score of 65
4. If students cannot report according to the provisions, they will be given a score of 0

Form of Assessment :
Participatory Activities, Portfolio Assessment | Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50 | | **Material:** National Education System
References: *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.* | 5% |
| 7 | Explain the foundations of education | 1. Describe the foundations of education
2. Describe the historical basis
3. Describe the philosophical basis.
4. Describe the psychological foundations
5. Describe the sociological basis.
6. Describe the cultural foundations of Tut Wuri Handayani
7. Describe the basis of science and technology | **Criteria:**
1. Students who can submit assignments completely without looking at their accuracy are given a score of 85
2. Students who can submit assignments incompletely without checking their accuracy will be given a score of 75
3. Students who cannot submit assignments according to the provisions are given a score of 0

Form of Assessment :
Participatory Activities, Portfolio Assessment | Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50 | | **Material:** Foundations of Education
Literature: *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.* | 5% |

8	Sub Summative Exam	Collect assignment results & written exam results	**Criteria:** Attached **Form of Assessment** : Participatory Activities, Tests	The written exam can be carried out face to face (offline) or online 2 X 50	The written exam can be carried out face to face (offline) or online 2 x 50	**Material:** 1) Basic Concepts of Education, 2) Human Nature and Its Development, 3) The Nature of Education, 4) Education as a system, 5) National education system **References:** *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.*	20%
9	Explain the concept of teaching as a profession	1. Describe the meaning of teaching as a profession 2. Describe the teacher's responsibilities 3. Describe the teacher's duties 4. Describe the role of the teacher 5. Describe teacher professionalism competencies 6. Describe the teacher's code of ethics	**Criteria:** 1. Students who can submit assignments completely without looking at their accuracy are given a score of 85 2. Students who can submit assignments incompletely without checking their accuracy will be given a score of 75 3. Students who cannot submit assignments according to the provisions are given a score of 0 **Form of Assessment** : Participatory Activities	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Teacher as a Profession **Literature:** *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.*	5%
10	Analyzing educational problems	1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions, presentations and field observations in groups 2 X 50		**Material:** Educational Problems **Library:** *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.*	3%

11	Analyzing educational problems	1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions, presentations and field observations in groups 2 X 50		**Material:** Educational Problems **Library:** *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.*	3%
12	Determining educational innovation in Indonesia	1. Describe the concepts of change and innovation 2. Describe the meaning of educational innovation 3. Describe the goals of innovation 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment** : Participatory Activities	Face-to-face learning using the case method in question and answer activities, discussions, presentations and field observations in groups 2 X 50		**Material:** Educational Problems **Library:** *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.*	4%
13	Determining educational innovation in Indonesia	1. Describe the renewal of the education system for education personnel 2. Describe decision making in educational innovation 3. Describe the obstacles to educational innovation 4. Describe resistance 5. Describe the factors that need to be considered in innovation to avoid rejection	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions, presentations and field observations in groups of 2 X 50		**Material:** Educational innovation in Indonesia **Reference:** *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.*	4%

14	Explain character education	1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment**: Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Character Education **Literature:** *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.*	2%
15	Explain character education	1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development	**Criteria:** 1. Score 4 if done systematically and correctly 2. Score 3 if done correctly but not systematically 3. Score 2 if done but not systematically 4. Score 1 if not done. **Form of Assessment**: Participatory Activities, Portfolio Assessment	Face-to-face learning using the case method in question and answer activities, discussions and presentations in groups of 2 X 50		**Material:** Character Education **Literature:** *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.*	2%
16	Final Semester Exam/Summative Exam	Collect assignment results & written exam results	**Criteria:** The maximum score obtained is 100 according to the scoring rubric for the exam **Form of Assessment**: Participatory Activities, Tests	The written exam can be carried out face to face (offline) or online for 2 x 50 minutes	The written exam can be carried out face to face (offline) or online for 2 x 50 minutes	**Material:** 1) Foundations of Education, 2) Teachers as a profession, 3) Educational Problems, 4) Educational Innovation in Indonesia, 5) Character Education **Library:** *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.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.5%

2.	Portfolio Assessment	20.5%
3.	Test	25%
		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.