



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Physics Education Undergraduate Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Planning	8420302283	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course				
	Program Objectives (PO)				
	PO - 1	Have knowledge of basic concepts and learning plan development models.			
	PO - 2	Have skills in developing physics learning plans.			
	PO - 3	Have a critical and creative thinking attitude in developing physics learning plans.			
	PLO-PO Matrix				
		<table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>	P.O	PO-1	PO-2
P.O					
PO-1					
PO-2					
PO-3					

PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</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> <tr> <td>PO-3</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> </tbody> </table>	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																
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Short Course Description	This course is a basic skills course that discusses learning systems and learning planning which involves learning planning models, competency design, development of indicators, syllabi, and development of learning implementation plans based on the curriculum currently in effect in secondary schools.
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References	Main :	
		<ol style="list-style-type: none"> 1. Sanjaya, W. 2015. Perencanaan dan desain sistem pembelajaran. Jakarta: Kencana. 2. Kaharuddin, A. 2020. Pembelajaran Inovatif & Variatif. Pusaka Almailda. 3. Ibrahim N. 2014. Perencanaan pembelajaran teoritis dan praktis. Jakarta: Mitra Abadi.
	Supporters:	

1. Haynes, A. 2010. The complete guide to lesson planning and preparation. Bloomsbury Publishing.
2. Rosenberg, Joshua M., and Matthew J. Koehler.
3. Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/Kr/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka.
4. Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. *Heliyon*, 7(6), e07309.
5. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018... Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah.
6. RI, K. (2022). *Buku Saku Tanya Jawab Kurikulum Merdeka*. Jakarta: BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA.

Supporting lecturer
 Dra. Suliyannah, M.Si.
 Dr. Titin Sunarti, M.Si.
 Dr. Dwikoranto, M.Pd.
 Dr. Muhammad Satriawan, M.Pd.
 Nurita Apridiana Lestari, S.Pd., M.Pd.
 Dr. Binar Kurnia Prahani, S.Pd., M.Pd.
 Muhammad Habibulloh, M.Pd.
 Dr. Oka Saputra, 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	Describe the scope of the learning system	1.Able to explain the concept of learning systems 2.Able to analyze systems approaches in education 3.Able to describe approaches in learning systems	Criteria: Activity level Form of Assessment : Participatory Activities	Discussion, Q&A, and Presentation 2 x 50'		Material: Learning System Concepts; Systems Approach in Education; School as a System; Systems Approach in Library Learning: <i>Sanjaya, W. 2015. Planning and design of learning systems. Jakarta: Kencana. Ananda, R., & Amiruddin, A. 2019.</i> Material: Learning system Library:	5%

2	Analyzing the current curriculum in secondary schools	<ol style="list-style-type: none"> 1. Able to explain the curriculum that applies in Indonesia 2. Able to differentiate the learning process in the previous curriculum from the curriculum currently used in Middle School 	<p>Criteria: Activity level</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, discussions and presentations 2 x 50'	2 x 50'	<p>Material: 2013 Curriculum (K-13); Independent Curriculum; Structure of the 2013 Curriculum and Merdeka</p> <p>Pustaka</p> <p>Curriculum: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels, and Levels Secondary Education in the Independent Curriculum.</i></p> <hr/> <p>Material: Analysis of the secondary school curriculum</p> <p>References:</p>	5%
3	Understand innovative learning models, HOTS, and TPACK	<ol style="list-style-type: none"> 1. Able to explain innovative learning models 2. Able to explain a variety of high-level skills 3. Able to explain TPACK in learning 	<p>Criteria: Activity level</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, question and answer, and presentation 2 x 50'		<p>Material: Innovative learning model</p> <p>Reference: <i>Kaharuddin, A. 2020. Innovative & Variative Learning. Almada Heritage.</i></p> <hr/> <p>Material: HOTS and TPACK</p> <p>References: <i>Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. Heliyon, 7(6), e07309.</i></p>	2%

4	Understand innovative learning models, HOTS, and TPACK	<ol style="list-style-type: none"> 1. Able to explain innovative learning models 2. Able to explain a variety of high-level skills 3. Able to explain TPACK in learning 	<p>Criteria: Non test</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, question and answer, and presentation 2 x 50'		<p>Material: Innovative learning model</p> <p>Reference: <i>Kaharuddin, A. 2020. Innovative & Variative Learning. Almayda Heritage.</i></p> <hr/> <p>Material: HOTS and TPACK</p> <p>References: <i>Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. Heliyon, 7(6), e07309.</i></p>	3%
5	Mastering the basic concepts of learning planning	<ol style="list-style-type: none"> 1. Able to explain the concept of learning planning 2. Able to explain the concept of learning planning 3. Able to analyze the benefits and functions of learning planning 4. Able to differentiate learning planning models 	<p>Criteria: Level of activeness and accuracy in answering</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, discussions and presentations 2 x 50'		<p>Material: Understanding Planning, Studying and Learning; Meaning of Learning Planning; Types of Learning Planning; Principles of Learning Planning; Benefits and Functions of Learning Planning</p> <p>Library: <i>Ibrahim N. 2014. Theoretical and practical learning planning. Jakarta: Eternal Partners.</i></p> <hr/> <p>Material: Learning planning models</p> <p>Reference: <i>Haynes, A. 2010. The complete guide to lesson planning and preparation. Bloomsbury Publishing.</i></p>	5%

6	<p>1.Analyzing Physics learning outcomes</p> <p>2.Develop a flow of learning objectives</p> <p>3.Describe the components and principles of preparing learning planning</p>	<p>1.Able to analyze learning outcomes in the curriculum</p> <p>2.Able to formulate a flow of physics learning objectives</p>	<p>Criteria: Accuracy in analyzing and formulating the flow of learning objectives</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Questions and answers, discussions and presentations 2 x 50'</p>		<p>Material: Definition and Characteristics of Competency; Graduate Competency Standards, Core Competencies, Basic Competencies; Operational Verbs; Formulating Indicators; Developing Literature</p> <p>Assessment Indicators: <i>Ibrahim N. 2014. Theoretical and practical learning planning. Jakarta: Eternal Partners.</i></p> <hr/> <p>Material: Merdeka Curriculum</p> <p>Library:</p> <hr/> <p>Material: Merdeka Curriculum</p> <p>Library: <i>RI, K. (2022). Independent Curriculum Question and Answer Pocket Book. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</i></p>	5%
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7	Designing learning scenarios based on innovative learning models	<ol style="list-style-type: none"> 1. Able to design PJB-based learning scenarios 2. Able to design PBL-based learning scenarios 3. Able to design inquiry-based learning scenarios 	<p>Criteria: Non test</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	Question and answer, discussion and presentation 2 x 50'		<p>Material: Definition and Characteristics of Competency; Graduate Competency Standards, Core Competencies, Basic Competencies; Operational Verbs; Formulating Indicators; Developing Literature Assessment Indicators: <i>Ibrahim N. 2014. Theoretical and practical learning planning. Jakarta: Eternal Partners.</i></p> <hr/> <p>Material: Merdeka Curriculum Physics Learning Achievements Library: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in the Independent Curriculum.</i></p> <hr/> <p>Material: Merdeka Curriculum Library:</p>	5%
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8	<p>1. Describe the scope of the learning system</p> <p>2. Analyzing the current curriculum in secondary schools</p> <p>3. Describe innovative learning models, HOTS, and TPACK</p> <p>4. Mastering the basic concepts of learning planning</p>	<p>1. Able to describe the scope of the learning system</p> <p>2. Able to analyze the curriculum currently in effect in secondary schools</p> <p>3. Able to describe innovative learning models, HOTS, and TPACK</p> <p>4. Able to explain the basic concepts of learning planning</p>	<p>Criteria: Accuracy in answering questions</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	<p>Written Test 2 x 50'</p>	<p>Material: Definition and Characteristics of Competency; Graduate Competency Standards, Core Competencies, Basic Competencies; Operational Verbs; Formulating Indicators; Developing Literature Assessment Indicators: <i>Ibrahim N. 2014. Theoretical and practical learning planning. Jakarta: Eternal Partners.</i></p> <p>Material: Merdeka Curriculum Physics Learning Achievements Library: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in the Independent Curriculum.</i></p>	20%
9	<p>Developing Physics learning planning in high school</p>	<p>Able to analyze physics learning topics based on the results of curriculum analysis</p>	<p>Criteria: Accuracy in determining learning topics</p> <p>Form of Assessment : Portfolio Assessment</p>	<p>Team based project (planning) 2 x 50'</p>	<p>Material: Analysis of physics material References: <i>RI, K. (2022). Independent Curriculum Question and Answer Pocket Book. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</i></p>	5%

10	Developing Physics learning planning in high school	Able to analyze physics learning topics based on the results of curriculum analysis	Criteria: Accuracy in determining the learning model	Team based project (Planning) 2 x 50'		Material: Analysis of physics material References: <i>Ri, K. (2022). Independent Curriculum Question and Answer Pocket Book. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</i>	5%
11	Developing Physics learning planning in high school	Able to design learning scenarios	Criteria: Accuracy in designing learning planning scenarios Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Team based project (Workshop) 2 x 50'		Material: Physics Learning Teaching Module Library: <i>Ri, K. (2022). Independent Curriculum Question and Answer Pocket Book. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</i>	5%
12	Developing Physics learning planning in high school	Able to design learning scenarios	Criteria: Accuracy in designing learning planning scenarios Form of Assessment : Portfolio Assessment	Team based project (Workshop) 2 x 50'		Material: Physics Learning Teaching Module Library: <i>Ri, K. (2022). Independent Curriculum Question and Answer Pocket Book. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</i>	5%

13	Developing physics learning teaching modules	Able to design assessment instruments	<p>Criteria: Accuracy in designing learning assessments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Team based projects (workshops)	<p>Material: Development of Physics learning teaching modules Library: RI, K. (2022). <i>Independent Curriculum Question and Answer Pocket Book</i>. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</p>	5%
14	Developing physics learning teaching modules	Able to design assessment instruments	<p>Criteria: Accuracy in designing learning assessments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Team based project (workshop) 2 x 50'	<p>Material: Development of Physics learning teaching modules Library: RI, K. (2022). <i>Independent Curriculum Question and Answer Pocket Book</i>. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</p>	5%
15	Developing physics learning teaching modules	Able to develop physics learning teaching modules	<p>Criteria: Conformity of product results with the assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Team based project (Product Presentation) 2 x 50'	<p>Material: Development of Physics learning teaching modules Library: RI, K. (2022). <i>Independent Curriculum Question and Answer Pocket Book</i>. Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.</p>	10%

16	Presenting the teaching module that has been developed	Able to communicate and be accountable for the physics learning teaching modules produced	Criteria: Conformity of product results with the assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	Team based project/ Product presentation 2 x 50'	Material: Physics Learning Teaching Module Library: RI, K. (2022). <i>Independent Curriculum Question and Answer Pocket Book</i> . Jakarta: EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA.	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	20%
4.	Test	12.5%
		100%

Notes

- 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.
- 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.
- 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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.