



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Science Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date									
Classroom Action Research Methodology	8420102095		T=2	P=0	ECTS=3.18	7	July 19, 2024									
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator										
			Prof. Dr. Erman, M.Pd.										
Learning model	Project Based Learning															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
	Program Objectives (PO)															
	PLO-PO Matrix															
		P.O														
Short Course Description	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
References	Main : 1. Tim Unesa. 2014. Materi Pendidikan dan Latihan Profesi Guru (PLPG): Penelitian Tindakan Kelas. Jakarta: Direktorat PSMP. 2. Hullet, Elwyn C. 2008. Action Research in the Classroom. USA: Eastern New Mexico University Printing.															
	Supporters:															
Supporting lecturer	Dra. Martini, M.Pd. Prof.Dr. Wahono Widodo, M.Si. Dr. Elok Sudibyo, S.Pd.,M.Pd. Prof. Dr. Erman, 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	Make strategic decisions regarding learning problems in the classroom.	1. Identifying problems, root causes of problems, and action hypotheses from a scientific article about PTK. 2. Write down PTK procedures. 3. Write down the results of the PTK.		Information and Discussion 2 X 50			0%
2	Make strategic decisions regarding learning problems in the classroom.	- Carrying out field observations (to school). - Describe the problem in class. - Describe the root cause of the problem. - Write a hypothetical plan of action.	Criteria: Appendix 2	Assignment 2 X 50			0%
3	Mastering PTK steps to improve learning. Utilizing science and technology as a tool to search for references/theoretical studies related to strategies, methods, approaches or learning models. Responsible for the task of preparing proposals, PTK reports and scientific articles.	1. Formulate PTK problems from the results of field observations. 2. Write down the objectives and benefits of PTK. 3. Write operational definitions of variables	Criteria: Appendix 3	Discussion and Assignment 2 X 50			0%
4	Mastering PTK steps to improve learning. Utilizing science and technology as a tool to search for references/theoretical studies related to strategies, methods, approaches or learning models. Responsible for the task of preparing proposals, PTK reports and scientific articles.	1. Write a theoretical framework. 2. Write down the research method or PTK steps.	Criteria: Appendix 3	Discussion and Assignment 2 X 50			0%
5	Mastering PTK steps to improve learning. Utilizing science and technology as a tool to search for references/theoretical studies related to strategies, methods, approaches or learning models. Responsible for the task of preparing proposals, PTK reports and scientific articles.	Presenting PTK Proposals	Criteria: Appendix 4	Discussion and Presentation 2 X 50			0%
6	Mastering PTK steps to improve learning.	Presenting PTK Proposals	Criteria: Appendix 4	Discussion and Presentation 2 X 50			0%
7			Criteria: Appendix 3	2 X 50			0%
8	Mastering PTK steps to improve learning.	Carrying out PTK in the field	Criteria: Appendix 5	Assignment 2 X 50			0%
9	Mastering PTK steps to improve learning.	Carrying out PTK in the field	Criteria: Appendix 5	Assignment 2 X 50			0%
10	Mastering PTK steps to improve learning.	Carrying out PTK in the field	Criteria: Appendix 5	Assignment 2 X 50			0%

11	Mastering PTK steps to improve learning.	Carrying out PTK in the field	Criteria: Appendix 5	Assignment 2 X 50			0%
12	Responsible for the task of preparing proposals, PTK reports and scientific articles.	1. Writing PTK Reports 2. Write scientific articles	Criteria: 1. Appendix 6 2. Appendix 7	Assignment and Discussion 2 X 50			0%
13	Responsible for the task of preparing proposals, PTK reports and scientific articles.	1. Writing PTK Reports 2. Write scientific articles	Criteria: 1. Appendix 6 2. Appendix 7	Assignment and Discussion 2 X 50			0%
14	Responsible for the task of preparing proposals, PTK reports and scientific articles.	Presenting PTK Reports	Criteria: Appendix 4	Presentation and Discussion 2 X 50			0%
15	Responsible for the task of preparing proposals, PTK reports and scientific articles.	Presenting PTK Reports	Criteria: Appendix 4	Presentation and Discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.