



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Computer Basics	8420102032		T=2 P=0 ECTS=3.18	2	July 19, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																	
	.....		.....	Prof. Dr. Erman, M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																														
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<b>Short Course Description</b>	This course discusses the introduction and understanding of computer basics which include hardware, software and applications in the form of Microsoft Word, Excel, PowerPoint, Publisher which can support student tasks such as making handouts, web publications as well as processing and analyzing simply the results of educational assessment data. IPA. Lectures are carried out using modeling and practice/practicum.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 50px; 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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	RUDY KUSTIJONO Dr. Hasan Subekti, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd.,M.Sc. Ernita Vika Aulia, S.Pd., M.Pd.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Utilizing science and technology in completing assignments Applying technology to compile handouts according to the competencies in the curriculum Making decisions in compiling handouts	1.Understand the parts that make up a handout 2.Plan subject handouts according to the competencies that have been shared	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%
2	Utilizing science and technology in completing assignments Applying technology to compile handouts according to the competencies in the curriculum Making decisions in compiling handouts	1.Understand the parts that make up a handout 2.Plan subject handouts according to the competencies that have been shared	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%

3	Utilizing science and technology in completing assignments Applying technology to compile handouts according to the competencies in the curriculum Making decisions in compiling handouts	1.Understand the parts that make up a hand-out 2.Plan subject handouts according to the competencies that have been shared	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%
4	Utilizing science and technology in completing assignments Applying technology to compile handouts according to the competencies in the curriculum Making decisions in compiling handouts	1.Understand the parts that make up a hand-out 2.Plan subject handouts according to the competencies that have been divided	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%

5	Utilizing science and technology in completing assignments Applying technology to formulate and apply data from school/subject score results data Making decisions in processing school/subject score results data	1.Understand the meaning of the formulations made 2.Understand school/subject score results data 3.Apply data from analysis to subject/school results/scores	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50		0%
6	Utilizing science and technology in completing assignments Applying technology to formulate and apply data from school/subject score results data Making decisions in processing school/subject score results data	1.Understand the meaning of the formulations made 2.Understand school/subject score results data 3.Apply data from analysis to subject/school results/scores	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50		0%

7	Utilizing science and technology in completing assignments Applying technology to formulate and apply data from school/subject score results data Making decisions in processing school/subject score results data	1.Understand the meaning of the formulations made 2.Understand school/subject score results data 3.Apply data from analysis to subject/school results/scores	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50		0%
8	Utilizing science and technology in completing assignments Applying technology to formulate and apply data from school/subject score results data Making decisions in processing school/subject score results data	1.Understand the meaning of the formulations made 2.Understand school/subject score results data 3.Apply data from analysis to subject/school results/scores	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	assignment (practice) 2 X 50		0%

9	Utilizing science and technology in completing assignments Applying technology to create a good power point display in accordance with the competencies in the curriculum Making decisions in compiling power points in accordance with the competencies in the curriculum	1.Understand the meaning of the power point formulation created. 2.Arranging a power point display	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Create power point displays for certain competencies in accordance with the 2 X 50 curriculum		0%
10	Utilizing science and technology in completing assignments Applying technology to create a good power point display in accordance with the competencies in the curriculum Making decisions in compiling power points in accordance with the competencies in the curriculum	1.Understand the meaning of the power point formulation created 2.Arranging a power point display	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50		0%

11	Utilizing science and technology in completing assignments Applying technology to create a good power point display in accordance with the competencies in the curriculum Making decisions in compiling power points in accordance with the competencies in the curriculum	1.Understand the meaning of the power point formulation created 2.Arranging a power point display	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%
12	Utilizing science and technology in completing assignments Applying technology to create a publisher display to create a simple (offline) blog display that is good in accordance with the competencies in the curriculum Making decisions in compiling a simple blog via Microsoft Publisher in accordance with the competencies in the curriculum	1.Understand the meaning of what Microsoft Publisher created 2.Understand the meaning of a simple blog display 3.Compile a simple blog via Microsoft Publisher	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%

13	Utilizing science and technology in completing assignments Applying technology to create a publisher display to create a simple (offline) blog display that is good in accordance with the competencies in the curriculum Making decisions in compiling a simple blog via Microsoft Publisher in accordance with the competencies in the curriculum	1.Understand the meaning of what Microsoft Publisher created 2.Understand the meaning of a simple blog display 3.Compile a simple blog via Microsoft Publisher	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%
14	Utilizing science and technology in completing assignments Applying technology to create a publisher display to create a simple (offline) blog display that is good in accordance with the competencies in the curriculum Making decisions in compiling a simple blog via Microsoft Publisher in accordance with the competencies in the curriculum	1.Understand the meaning of what Microsoft Publisher created 2.Understand the meaning of a simple blog display 3.Compile a simple blog via Microsoft Publisher	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 2 X 50			0%



15	Utilizing science and technology in completing assignments Applying technology to create a publisher display to create a simple (offline) blog display that is good in accordance with the competencies in the curriculum Making decisions in compiling a simple blog via Microsoft Publisher in accordance with the competencies in the curriculum	1.Understand the meaning of what Microsoft Publisher created 2.Understand the meaning of a simple blog display 3.Compile a simple blog via Microsoft Publisher	<b>Criteria:</b> 1.4: Tasks are created according to performance guidelines 2.3: Assignments are written in accordance with the performance guidelines, but there are a maximum of 2 components written that do not comply with the guidelines 3.2: The assignment is written according to the performance guide, but there are more than 3 components written that do not meet the guideline 4.1: Tasks are not created according to performance guidelines	Presentations, discussions and assignments (practice) 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.