					Document Code
	Universitas Negeri Surabaya **Faculty of Social Sciences and Law** **Sociology Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study of Sociology Learning Tools		6920102266		T=2	P=0	ECTS=3.18	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Agus Machfud Fauzi, M.Si.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Able to develop learning tools to become analytical sociological educators, by explaining, discussing and practicing the basic concepts of learning tools, learning models, competency design, indicator development, syllabus development, learning implementation plan development, remedial and enrichment planning, and teaching material development

References	**Main :**

1. Nur, Muhamad.2005. Strategi-Strategi Belajar. Surabaya: Unesa University Press
2. Permendikbud 20,21,22,23 dan 24 Tahun 2016
3. Kemendibud.2015. Model-Model Pembelajaran. Jakarta: Direktur Pembinaan SMA DikBud.
4. Kemendikbud.2015. Panduan Gerakan Literasi Sekolah di SMA. Jakarta: Direktur Pembinaan SMA Dikbud
5. Pribadi, Benny A.2011. Model Assure untuk mendesain model pembelajaran sukses.Jakarta: Dian Rakyat
6. Ratumanan, Tanwey Gerson.2014. Perencanaan Pembelajaran. Surabaya: Unesa University Press
7. Smaldino,et.al. 2008. Instructional Technology and Media for Learning. Pearson Prentice Hall

Supporters:

Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Dr. M. Jacky, S.Sos., M.Si.

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	Able to find basic concepts and types of learning tools	Examining Permendikbud 20 to 24 2016 to find basic concepts and types of learning tools	**Criteria:** Prepare reports according to reporting rules	Expository/Classical/ Lecture variety/internet search 2 X 50			0%

No.	Ability	Material/Activity	Assessment	Method/Time			%
2	Able to find differences in initial curtilage learning tools up to the latest changes through the 2016 Permendikbud	Review the Permendikbud documents to find differences in the initial implementation of curtilage until the 2016 changes.	**Criteria:** Prepare reports correctly	Expository/Classical/ Lecture variety/internet search 2 X 50			0%
3	Able to find the 2016 syllabus learning tools and RPP curtilage changes	Examining the differences in syllabus and RPP curtilas based on the 2014 Permendikbud and the 2016 Permendikbud	**Criteria:** Prepare analysis results reports with clear criteria	Expository/Classical/ Lecture variety/internet search 2 X 50			0%
4	Able to find learning models that support the 2016 change curve	Reviewing the material on the 2016 change curriculum learning models	**Criteria:** Able to prepare reports systematically and measurably	Expository/Classical/ Lecture variety/internet search 2 X 50			0%
5	Able to find learning models that support the 2016 change curve	Reviewing the material on the 2016 change curriculum learning models	**Criteria:** Able to prepare reports systematically and measurably	Expository/Classical/ Lecture variety/internet search 2 X 50			0%
6	Able to find the difference between the 2014 curtilage assessment system and the 2016 curtilage system	Examining the differences in curtilage assessments based on the 2014 Permendikbud and the 2016 Permendikbud	**Criteria:** Prepare reports systematically	Inquiry/Problem solving/work practice/individual work 2 X 50			0%
7	Able to find the difference between the 2014 curtilage assessment system and the 2016 curtilage system	Examining the differences in curtilage assessments based on the 2014 Permendikbud and the 2016 Permendikbud	**Criteria:** Prepare reports systematically	Inquiry/Problem solving/work practice/individual work 2 X 50			0%
8	Able to find syllabus, lesson plans with innovative learning models and scientific assessments	Assessing the syllabus and lesson plans produced by the 2016 Permendikbud-based Sociology MGMP team	**Criteria:** Prepare reports correctly and measurably	Inquiry/Problem solving/work practice/individual work 2 X 50			0%
9	Able to study real Sociology learning observation instruments in high school	Put together a learning observation instrument with a set of them	**Criteria:** Prepare reports systematically and chronologically	Inquiry/Problem solving/work practice/individual work 2 X 50			0%
10	Able to study real Sociology learning observation instruments in high school	Put together a learning observation instrument with a set of them	**Criteria:** Prepare reports systematically and chronologically	Inquiry/Problem solving/work practice/individual work 2 X 50			0%
11	Able to carry out field observations regarding the application of sociology learning tools in high school	Make observations regarding the application of sociology learning tools in high school	**Criteria:** Arrange the report chronologically	Expository/Individual/ observation/direct exploration 2 X 50			0%
12	Able to carry out field observations regarding the application of sociology learning tools in high school	Make observations regarding the application of sociology learning tools in high school	**Criteria:** Arrange the report chronologically	Expository/Individual/ observation/direct exploration 2 X 50			0%
13	Able to account for the results of field observations regarding the practice of sociology learning tools in high school	Presenting the results of individual observations of the practice of sociology learning tools in high school	**Criteria:** Critical and straightforward presentation based on the contents of the report	Expository/Individual/ Presentation / presentation of results and responses 2 X 50			0%
14	Able to account for the results of field observations regarding the practice of sociology learning tools in high school	Presenting the results of individual observations of the practice of sociology learning tools in high school	**Criteria:** Critical and straightforward presentation based on the contents of the report	Expository/Individual/ Presentation / presentation of results and responses 2 X 50			0%

15	Able to account for the results of field observations regarding the practice of sociology learning tools in high school	Presenting the results of individual observations of the practice of sociology learning tools in high school	**Criteria:** Critical and straightforward presentation based on the contents of the report	Expository/Individual/ Presentation / presentation of results and responses 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.