

 <b>UNESA</b>	<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Educational Technology Masters Study Program</b>					<b>Document Code</b>																																																																																																				
<b>SEMESTER LEARNING PLAN</b>																																																																																																										
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																			
Independent Learning	8610302018		T=2	P=0	ECTS=4.48	2	July 17, 2024																																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																				
	.....		Dr. Bachtiar S. Bachri, M.Pd.			Dr. H. Andi Mariono, M.Pd.																																																																																																				
Learning model	Project Based Learning																																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																									
	Program Objectives (PO)																																																																																																									
	PO - 1	Have knowledge about the processes that occur in individual learners through determining learning variables that are effective, efficient and attractive																																																																																																								
	PO - 2	Have an attitude about various psychological views of learning about the activities that occur in individual learners																																																																																																								
	PO - 3	Have the skills to manage processes and resources to facilitate individual learning by accommodating presentation and management organizing strategies that originate from systemic learning characteristics																																																																																																								
	PO - 4	Able to utilize various learning resources to support the independent learning process in a responsible, honest and open manner																																																																																																								
	PLO-PO Matrix																																																																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																										
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Short Course Description	Examining the concepts and principles of independent learning as an alternative to solving learning problems by serving individual learning needs. The study is equipped with various supporting theories, conditions that allow independent learning to occur as well as the facilities and infrastructure and media needed for independent learning to occur.																																																																																																									
References	Main :																																																																																																									

1. Alan Januszewski and Michael Molenda. (2008). Educational technology: Association for educational communications and technology (AECT).
2. Anderson, W. Orin dan David R. Krathwohl. (2001). A taxonomy for learning, teaching and assesing. a revision of bloom's taxonomy of educational objectives. New York: Longman.
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4. Keller, John M, (2010) Motivational Design for Learning and Performance: The ARCS Model Approach, USA; Springer
5. Candy, Philip C. (1975). Independent learning: some ideas from literature. San Fancisco: Jossey-Bass Inc. Publishers
6. Knowless, Malcolm S. (1975). Self-directed learning: a guide for learners and teachers. Chicago: Association Press: Follet Publishing Company
7. Lockwood, Fred. (1995). Activities in self instructional texts. London: Kogan Page

**Supporters:**

1. McGregor, Debra. (2007). Developing Thinking; Developing Learning. A guide to thinking skills in education. England: McGraw\_Hill Education
2. Lockwood, Fred. (1998). The design and production of self-instructional materials. London: Kogan Page
3. Candy, Philip C. (1991). Self-direction for lifelong learning , a comprehensive to theory and practice. San Fancisco: Jossey-Bass Inc. Publishers

**Supporting lecturer**

Dr. H. Lamijan Hadi Susarno, M.Pd.  
Dr. Bachtiar Sjaiful Bachri, 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	Students can identify solutions to learning problems that require independent learning		<b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Discussion 2 x 50			0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

## Evaluation Percentage Recap: Project Based Learning

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** 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.
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.