	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Master of Science Education Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PPL		8410102137		**T=2**	**P=0**	**ECTS=4.48**	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Eko Hariyono, S.Pd., M.Pd.

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	This course trains students in applying learning models in learning in the field (school), designing and developing learning resources, science learning media by utilizing developments in science and technology, as innovative solutions.

References	**Main :**	
	Supporters:	

Supporting lecturer	MOHAMAD NUR Prof. Dr. Prabowo, M.Pd. Prof. Dr. Achmad Lutfi, M.Pd. Prof. Dr. Harun Nasrudin, M.S. Dr. Zainul Arifin Imam Supardi, M.Si. Dr. Titin Sunarti, M.Si. Prof. Dr. Utiya Azizah, M.Pd. Dr. Sukarmin, M.Pd. Dr. Widowati Budijastuti, M.Si. Prof. Dr. Yuliani, M.Si. Dr. Sifak Indana, M.Pd. Prof.Dr. Wahono Widodo, M.Si. Prof. Dr. Erman, M.Pd. Dr. Eko Hariyono, S.Pd., M.Pd. Prof. Nadi Suprapto, S.Pd., M.Pd., Ph.D.

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	Understand the purpose and benefits of PPL in science learning.	1.1 Can plan learning that will be included in the Learning Implementation Plan (RPP) 1.2 Can correctly explain learning models and their applications 1.3 Can determine learning models in the RPP 1.4 Can explain learning models in the RPP		Presentation and discussion 2 X 50			0%
2	Describe the correct sequence for making lesson plans	2.1 Can describe the sequence of lesson plans 2.2 Can make lesson plans correctly according to the curriculum 13		Demonstration presentation and discussion 2 X 50			0%
3	Describe the good and correct teaching and learning process (PBM).	3.1 Can describe PBM that is innovative, good and correct		Presentation and discussion 2 X 50			0%
4	Describe the good and correct teaching and learning process (PBM).	4.1 Can describe innovative, good and correct PBM 4.2 Can describe innovative, good and correct RPP		Peer Teaching, Assignments, Presentations and discussions 2 X 50			0%
5	Describe the good and correct teaching and learning process (PBM).	5.1 Can describe innovative, good and correct PBM 5.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, , and/or realteaching Assignments, Presentations and discussions 2 X 50			0%
6	Describe the good and correct teaching and learning process (PBM).	6.1 Can describe good and correct PBM 6.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, , and/or realteaching Assignments, Presentations and discussions 2 X 50			0%
7	Describe the good and correct teaching and learning process (PBM).	7.1 Can describe good and correct PBM 7.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, and/or realteaching Assignments, and Presentations and discussions 2 X 50			0%
8	UTS			2 X 50			0%
9	Describe the good and correct teaching and learning process (PBM).	9.1 Can describe good and correct PBM 9.2 2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, , and/or realteaching Assignments, Presentations and discussions 2 X 50			0%

10	Describe the good and correct teaching and learning process (PBM).	10. 1 Can describe good and correct PBM 10. 2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, , and/or realteaching Assignments, and Presentations and discussions 2 X 50			0%
11	Describe the good and correct teaching and learning process (PBM).	11.1 Can describe good and correct PBM 11. 2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, and/or realteaching Assignments, and Presentations and discussions 2 X 50			0%
12	Describe the good and correct teaching and learning process (PBM).	12. Can describe good and correct PBM 12.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, and/or realteaching Assignments, and Presentations and discussions 2 X 50			0%
13	Describe the good and correct teaching and learning process (PBM).	13. Can describe good and correct PBM 13. 2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, Assignments, and Presentations and discussions 2 X 50			0%
14	Describe the good and correct teaching and learning process (PBM).	14.1 Can describe good and correct PBM 14.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, Assignments, and Presentations and discussions 2 X 50			0%
15	Describe the good and correct teaching and learning process (PBM).	15. 1 Can describe good and correct PBM 15. 2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, and/or realteaching Assignments, Presentations and discussions 2 X 50			0%
16	Describe the good and correct teaching and learning process (PBM).	16. Can describe good and correct PBM 16.2 Can apply RPP and other tools in innovative, good and correct PBM		Peer Teaching, Assignments, Presentations and discussions 2 X 50			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.