

		Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program					Document Code																																	
SEMESTER LEARNING PLAN																																								
Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Arts development for children 2* (dance)		8620605135		T=5	P=0	ECTS=7.95	0	July 18, 2024																																
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
				Putri Rachmadyanti, S.Pd., M.Pd.																																	
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="width: 100px; height: 30px; text-align: center;">P.O</td> </tr> </table>									P.O																														
	P.O																																							
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>								P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
References	Main : <ol style="list-style-type: none"> 1. Arifin, Kajian Selektika Pendidika Islam dan Umum 2. Djamaluddin dan Abdullah Aly, Kap[ita Selektika pendidikan islam 3. Hasbullah, Kapita selektika pendidikan Islam 4. Ali Hasan dan Mukti Ali, Kapita selektika pendidikan Islam 5. Hasbullah, Sejarah Pendidikan Islam di Indonesia, Lintasan Sejarah pertumbuhan dan perkembangan 6. Undang-Undang no. 20 Tahun 2003 tentang SISDIKNAS 7. Azumardi Azra, Esei-esei Intelektual Muslim dan Pendidikan Islam 8. Azumardi Azra, Pendidikan Islam Tradisi dan Modernisasi Menuju millenium Baru 																																							
	Supporters:																																							
Supporting lecturer																																								
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 concept map and material of Capita Selecta Islamic Education. Explain the meaning of education and human needs for education and map the reciprocal influence between educational problems and other social problems.	<ol style="list-style-type: none"> 1. Students are able to briefly explain material related to the discussion of Islamic Education Capita Selecta 2. Students are able to explain the meaning of education and human needs for education 3. Students are able to map the mutual influence between educational problems and other social problems 		10 X 50			0%
2	Understand the concept map and material of Capita Selecta Islamic Education. Explain the meaning of education and human needs for education and map the reciprocal influence between educational problems and other social problems.	<ol style="list-style-type: none"> 1. Students are able to briefly explain material related to the discussion of Islamic Education Capita Selecta 2. Students are able to explain the meaning of education and human needs for education 3. Students are able to map the mutual influence between educational problems and other social problems 		10 X 50			0%

3	<p>Understand the concept map and material of Capita Selecta Islamic Education. Explain the meaning of education and human needs for education and map the reciprocal influence between educational problems and other social problems.</p>	<ol style="list-style-type: none"> 1. Students are able to briefly explain material related to the discussion of Islamic Education Capita Selecta 2. Students are able to explain the meaning of education and human needs for education 3. Students are able to map the mutual influence between educational problems and other social problems 		10 X 50			0%
4	<p>Understand the concept map and material of Capita Selecta Islamic Education. Explain the meaning of education and human needs for education and map the reciprocal influence between educational problems and other social problems.</p>	<ol style="list-style-type: none"> 1. Students are able to briefly explain material related to the discussion of Islamic Education Capita Selecta 2. Students are able to explain the meaning of education and human needs for education 3. Students are able to map the mutual influence between educational problems and other social problems 		10 X 50			0%

5	<p>Understand the concept map and material of Capita Selecta Islamic Education. Explain the meaning of education and human needs for education and map the reciprocal influence between educational problems and other social problems.</p>	<p>1. Students are able to briefly explain material related to the discussion of Islamic Education Capita Selecta</p> <p>2. Students are able to explain the meaning of education and human needs for education</p> <p>3. Students are able to map the mutual influence between educational problems and other social problems</p>		10 X 50			0%
---	---	--	--	------------	--	--	----

6	<p>Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization. Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating quality human resources. Students are able to state the impact of advances in science and technology on human life and explain Islamic education strategy in facing the impact of advances in science and technology</p>	<ol style="list-style-type: none"> 1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. Students are able to identify opportunities and challenges for Islamic education in the era of globalization 3. Students can detail the meaning of quality human resources according to the concept of Islamic education 4. Students are able to explain the ideal systems and methods for creating quality human resources 5. students mentioned the impact of advances in science and technology on human life 6. Students are able to explain Islamic education strategies in facing the impact of advances in science and technology 		10 X 50			0%
---	---	--	--	------------	--	--	----

7	<p>Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization. Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating quality human resources. Students are able to state the impact of advances in science and technology on human life and explain Islamic education strategy in facing the impact of advances in science and technology</p>	<ol style="list-style-type: none"> 1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. Students are able to identify opportunities and challenges for Islamic education in the era of globalization 3. Students can detail the meaning of quality human resources according to the concept of Islamic education 4. Students are able to explain the ideal systems and methods for creating quality human resources 5. students mentioned the impact of advances in science and technology on human life 6. Students are able to explain Islamic education strategies in facing the impact of advances in science and technology 		10 X 50			0%
---	---	--	--	------------	--	--	----

8	<p>Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization. Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating quality human resources. Students are able to state the impact of advances in science and technology on human life and explain Islamic education strategy in facing the impact of advances in science and technology</p>	<ol style="list-style-type: none"> 1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. Students are able to identify opportunities and challenges for Islamic education in the era of globalization 3. Students can detail the meaning of quality human resources according to the concept of Islamic education 4. Students are able to explain the ideal systems and methods for creating quality human resources 5. students mentioned the impact of advances in science and technology on human life 6. Students are able to explain Islamic education strategies in facing the impact of advances in science and technology 		10 X 50			0%
---	---	--	--	------------	--	--	----

9	<p>Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization. Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating quality human resources. Students are able to state the impact of advances in science and technology on human life and explain Islamic education strategy in facing the impact of advances in science and technology</p>	<ol style="list-style-type: none"> 1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. Students are able to identify opportunities and challenges for Islamic education in the era of globalization 3. Students can detail the meaning of quality human resources according to the concept of Islamic education 4. Students are able to explain the ideal systems and methods for creating quality human resources 5. students mentioned the impact of advances in science and technology on human life 6. Students are able to explain Islamic education strategies in facing the impact of advances in science and technology 		10 X 50			0%
---	---	--	--	------------	--	--	----

10	<p>Revealing the meaning of Islamic education and an overview of the era of globalization and identifying opportunities and challenges for Islamic education in the era of globalization. Detailing the meaning of quality human resources according to the concept of Islamic education and explaining the ideal systems and methods for creating quality human resources. Students are able to state the impact of advances in science and technology on human life and explain Islamic education strategy in facing the impact of advances in science and technology</p>	<ol style="list-style-type: none"> 1. students are able to re-express the meaning of Islamic education and an overview of the era of globalization 2. Students are able to identify opportunities and challenges for Islamic education in the era of globalization 3. Students can detail the meaning of quality human resources according to the concept of Islamic education 4. Students are able to explain the ideal systems and methods for creating quality human resources 5. students mentioned the impact of advances in science and technology on human life 6. Students are able to explain Islamic education strategies in facing the impact of advances in science and technology 		10 X 50			0%
----	---	--	--	------------	--	--	----

11	Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education	<ol style="list-style-type: none"> 1. Students can explain the reciprocal relationship between Islamic education and national education 2. students can identify 3. The role of Islamic education in improving the quality of national education 4. Students are able to explain the nature and objectives of Islamic education 5. Students are able to explain briefly about madrasa educational institutions in Indonesia 6. And mapping 13 efforts to improve the quality of Islamic education in madrasas 7. Students can explain the nature of Islamic education 8. Students are able to explain the purpose of education 9. Students can explain briefly about madrasa educational institutions in Indonesia 10. Students can map out 13 efforts to improve the quality of Islamic education in madrasas 		5 X 50			0%
----	---	--	--	--------	--	--	----

12	Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education	<ol style="list-style-type: none"> 1. Students can explain the reciprocal relationship between Islamic education and national education 2. students can identify 3. The role of Islamic education in improving the quality of national education 4. Students are able to explain the nature and objectives of Islamic education 5. Students are able to explain briefly about madrasa educational institutions in Indonesia 6. And mapping 13 efforts to improve the quality of Islamic education in madrasas 7. Students can explain the nature of Islamic education 8. Students are able to explain the purpose of education 9. Students can explain briefly about madrasa educational institutions in Indonesia 10. Students can map out 13 efforts to improve the quality of Islamic education in madrasas 		5 X 50			0%
----	---	--	--	--------	--	--	----

13	Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education	<ol style="list-style-type: none"> 1. Students can explain the reciprocal relationship between Islamic education and national education 2. students can identify 3. The role of Islamic education in improving the quality of national education 4. Students are able to explain the nature and objectives of Islamic education 5. Students are able to explain briefly about madrasa educational institutions in Indonesia 6. And mapping 13 efforts to improve the quality of Islamic education in madrasas 7. Students can explain the nature of Islamic education 8. Students are able to explain the purpose of education 9. Students can explain briefly about madrasa educational institutions in Indonesia 10. Students can map out 13 efforts to improve the quality of Islamic education in madrasas 		5 X 50			0%
----	---	--	--	--------	--	--	----

14	Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education	<ol style="list-style-type: none"> 1. Students can explain the reciprocal relationship between Islamic education and national education 2. students can identify 3. The role of Islamic education in improving the quality of national education 4. Students are able to explain the nature and objectives of Islamic education 5. Students are able to explain briefly about madrasa educational institutions in Indonesia 6. And mapping 13 efforts to improve the quality of Islamic education in madrasas 7. Students can explain the nature of Islamic education 8. Students are able to explain the purpose of education 9. Students can explain briefly about madrasa educational institutions in Indonesia 10. Students can map out 13 efforts to improve the quality of Islamic education in madrasas 		5 X 50			0%
----	---	--	--	--------	--	--	----

15	Students are able to explain the reciprocal relationship between Islamic education and national education and identify the role of Islamic education in improving the quality of national education	<ol style="list-style-type: none"> 1. Students can explain the reciprocal relationship between Islamic education and national education 2. students can identify 3. The role of Islamic education in improving the quality of national education 4. Students are able to explain the nature and objectives of Islamic education 5. Students are able to explain briefly about madrasa educational institutions in Indonesia 6. And mapping 13 efforts to improve the quality of Islamic education in madrasas 7. Students can explain the nature of Islamic education 8. Students are able to explain the purpose of education 9. Students can explain briefly about madrasa educational institutions in Indonesia 10. Students can map out 13 efforts to improve the quality of Islamic education in madrasas 		5 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.