



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Bachelor of Primary School Teacher 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>																																										
Integrated Thematic Learning	8620604210		T=4	P=0	ECTS=6.36	1	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Putri Rachmadyanti, S.Pd., M.Pd.																																											
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		P.O																																															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course examines and analyzes the concepts and theories of Integrated Learning, the nature and basic principles of Integrated Learning, and develops learning tools based on integrated learning models, in accordance with the themes of learning material in elementary schools.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>1. Asep Herry Hernawan, dkk. 2008. <i>Pembelajaran Terpadu di SD</i> . Jakarta: Universitas Terbuka</li> <li>2. Ana Gimeno and Rafael Seiz. 2010. Content and language integrated learning in higher technical education using the in Genio online multimedia authoring tool. <i>Procedia Social and Behavioral Sciences</i> . Vol. 2. Pp. 3170–3174</li> <li>3. Draks, M. Susan. 2007. <i>Creating Standard Base Integrated Curriculum</i> . California: Corwin Press</li> <li>4. Dorin Herlo. 2015 . Improving Efficiency of Learning in Education Master Programs, by Blended Learning . <i>Procedia - Social and Behavioral Sciences</i> . Vol. 191. Pp. 1304 – 1309</li> <li>5. Loredana Sofia Tudor. 2014. Primary school skills development through integrated activities . <i>Procedia - Social and Behavioral Sciences</i> . Vol. 127. Pp. 722 – 727</li> <li>6. Mathew , Barbara. 1989. <i>Learning Through an Integrating Curriculum: Approach and Guidelines</i> . Victoria: Ministry of Education Victoria</li> <li>7. Mieke Clement and Lug Vandeput. 2016. Blended Learning Design: a shared experience. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 228. Pp. 582 – 586</li> <li>8. Okaz, Abeer Ali. . 2015. .Integrating Blended Learning in Higher Education. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 186. Pp. 600 – 603</li> <li>9. Phosri, Worawuth, et all. 2014. Integrated Learning Teacher Professional Development in Primary Schools. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 112. Pp. 775 – 780</li> <li>10. Robbin, Fogarty. 1991. <i>The Mindfull School: How to Integrate the Curricula</i> . Illionis: Skylight Publishing Inc</li> </ol> </li> </ol>																																																
	<b>Supporters:</b>																																																

Supporting lecturer		Dra. Asri Susetyo Rukmi, M.Pd. Drs. H. Budiyo, S.Pd., M.Pd. Ulhaq Zuhdi, S.Pd., M.Pd. Delia Indrawati, S.Pd., M.Pd. Putri Rachmadyanti, S.Pd., M.Pd. Maryam Isnaini Damayanti, S.Pd., 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	Understand the concept and nature and basis of implementing integrated learning	1.1. Describe the nature of Integrated Learning. 1.2 Analyze the basis for implementing Integrated Learning	<b>Criteria:</b> Maximum score 100	Lecture - Questions and Answers - Discussion - Assignment - Presentation 4 X 50			0%
2	Master the principles and characteristics of integrated learning	2.1 Explain the principles of Integrated Learning 2.2. Explain the characteristics of integrated learning 2.3. Analyze the objectives of integrated learning	<b>Criteria:</b> Maximum value 100	Discussion, cooperative learning 4 X 50			0%
3	Understand the advantages of integrated learning	3.1. Explain the advantages of integrated learning in elementary schools 3.2. Explain the function of integrated learning 3.3. Explain the benefits of integrated learning 3. 4. Analyze the functions and benefits of integrated learning in elementary schools	<b>Criteria:</b> 1.Selected questions have a score of 10 2.UTS 10 questions 3.UAS 10 questions	Approach: PersuasiveMethod :- Brain Storming - Question and Answer - Discussion - Assignment - Presentation -SCL -CTL 4 X 50			0%
4	Understand the learning theories that underlie the implementation of integrated learning	4.1. Explain the theory underlying the implementation of integrated learning in elementary schools 4.2. Describe learning theories relevant to integrated learning	<b>Criteria:</b> 1.Selected questions have a score of 10 2.UTS questions 10 questions 3.UAS questions 10 questions	-Brain storming- Q&A-Discussion- Assignment-SAL- PBL 4 X 50			0%
5				4 X 50			0%
6				4 X 50			0%
7				4 X 50			0%
8				4 X 50			0%
9				4 X 50			0%
10				4 X 50			0%
11				4 X 50			0%
12				4 X 50			0%
13				4 X 50			0%
14				4 X 50			0%

15				4 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.**