

	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																																																											
Development of religious morals*	8620602127		T=2	P=0	ECTS=3.18	7	July 18, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
			Putri Rachmadyanti, S.Pd., M.Pd.																																																												
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PLO-PO Matrix																																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">P.O</th> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th></th> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>														P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	
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Short Course Description	This course provides provisions for prospective elementary school (SD) teachers to (1) become role models in carrying out their future duties at school and also in society, (2) understand the problems of morality or behavior among school age children (especially elementary school age) and how to overcome it, (3) have a perspective and strategy in teaching students that is based on moral-religious aspects. Lectures in this moral-religious course are carried out using a system of case study analysis, presentations and discussions, project assignments/problem solving, and reflection.																																																																	
References	Main :																																																																	
		<ol style="list-style-type: none"> 1. 1. Ahmadi, Abu. 2000. <i>Psikologi Agama</i> . Jakarta : Bulan Bintang. 2. Abdullah Nasih Ulwan. 1992. <i>Tarbiyah al-Aulad fi al-Islam (Pendidikan Anak Menurut Islam)</i>, Terj. Khalilullah Ahmas, Bandung : Remaja Rosdakarya. 3. Lickona. Thomas, 1992. <i>Educating for Character ; Mendidik untuk Membentuk Karakter</i> New York : Bantam Books. Diterjemahkan dan diterbitkan oleh Penerbit Bumi Aksara, Jakarta. 2012. 4. Mimi Doe dan Marsha Walch. 1998 . <i>10 Prinsip Spiritual Parenting. Bagaimana Menumbuhkan dan Merawat Sukma Anak-anak Anda</i>. Terj. Bandung : Kaifa. 5. Muhammad Turhan Yani. 2007. "Pendidikan Berbasis Moral dalam Lingkungan Sekolah, Keluarga, dan Masyarakat". Surabaya, UNESA, Jurnal Pelangi Ilmu. 6. Reni Akbar Hawadi. 2001. <i>Psikologi Perkembangan Anak</i>. Jakarta : Grasindo. 7. Sri Esti W.D. 2005. <i>Memecahkan Masalah Tingkah Laku Anak di Rumah dan di Sekolah</i>, Jakarta : Grasindo. 8. Zaenal, Ausop. 2014. <i>Islamic Character Building</i>. Bandung : Salamadani. 																																																																
	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				2 X 50			0%
2				2 X 50			0%
3				2 X 50			0%
4				2 X 50			0%
5				2 X 50			0%
6				2 X 50			0%
7				2 X 50			0%
8	UTS			2 X 50			0%
9				2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			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** 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.