



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
Science Learning Model	8620602069		T=2	P=0	ECTS=3.18	5	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 that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">P.O</td> <td colspan="6"></td> </tr> </table>						P.O																																									
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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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Short Course Description This course provides the ability to analyze basic competencies in science subjects, develop learning tools, and implement them in learning. Achievement of competency can be tested through written tests, observation, practice and supporting assignments.

References	<p>Main :</p> <ol style="list-style-type: none"> Arends, R. 2007. Learning to Teach . New York: Mc Graw Hill Slavin, Robert E. 2000. Educational psychology: Theory and practice . Sixth Edition. Boston: Allyn and Bacon. Hill, Susan & Hill, Tim. 1993. The Collaborative Classroom: a guide co-operative learning. Australia. Eleanor Curtain Publishing Hossoubah, Z. 2004. Developing Creative and Critical Thinking Skills (terjemahan) . Bandung: Yayasan Nuansa Cendia Reigeluth C.M. 1999. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory . New Jersey: Luaren Elrbaum Associate Smith, P. L and Ragan, T.J. 1999. Instructional Design . Second Edition. New York. John Wiley & Sons Inc Januszewski, A and Molenda. 2008. Educational Technology: A Definition With Commentary, AECT Hargenhan B.R. & Olson M. H. 1997. An Introduction to Therities of Learning . New Jersey: Prentice-Hall International, Inc Johnson, E. B. 2002. Contextual Teaching and Learning: what it is and why it 19s he to stay . California: Corwin Press, Inc. <p>Supporters:</p>
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Supporting lecturer Dr. Julianto, S.Pd., M.Pd.
Farida Istianah, 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	Students understand how to analyze KD in the curriculum	Explaining the steps to analyze KD Developing indicators from a KD Analyzing the KKO in a KD Determining a learning model that is appropriate to the KD	Criteria: project assessment sheet rubric	questions and answers discussion assignment presentation 4 X 50			0%
2	Students understand how to analyze KD in the curriculum	Explaining the steps to analyze KD Developing indicators from a KD Analyzing the KKO in a KD Determining a learning model that is appropriate to the KD	Criteria: project assessment sheet rubric	questions and answers discussion assignment presentation 4 X 50			0%

3	Able to develop a syllabus from the results of KD analysis	create a syllabus in accordance with the KD analysis that was carried out at the previous meeting	Criteria: project assessment sheet rubric	questions and answers discussion assignment presentation 4 X 50			0%
4	Able to develop a syllabus from the results of KD analysis	create a syllabus in accordance with the KD analysis that was carried out at the previous meeting	Criteria: project assessment sheet rubric	questions and answers discussion assignment presentation 4 X 50			0%
5	Able to develop lesson plans according to KD analysis and the syllabus that has been developed	understand the components of the lesson plan, explain the characteristics of the lesson plan, develop the lesson plan	Criteria: RPP assessment sheet rubric	questions and answers discussion assignment presentation 6 X 50			0%
6	Able to develop lesson plans according to KD analysis and the syllabus that has been developed	understand the components of the lesson plan, explain the characteristics of the lesson plan, develop the lesson plan	Criteria: RPP assessment sheet rubric	questions and answers discussion assignment presentation 6 X 50			0%
7	Able to develop lesson plans according to KD analysis and the syllabus that has been developed	understand the components of the lesson plan, explain the characteristics of the lesson plan, develop the lesson plan	Criteria: RPP assessment sheet rubric	questions and answers discussion assignment presentation 6 X 50			0%
8	Able to develop worksheets according to RPP and syllabus	explain the components of LKS, understand the characteristics of LKS, develop LKS	Criteria: LKS assessment sheet rubric and LKS key	questions and answers discussion assignment presentation 4 X 50			0%
9	Able to develop worksheets according to RPP and syllabus	explain the components of LKS, understand the characteristics of LKS, develop LKS	Criteria: LKS assessment sheet rubric and LKS key	questions and answers discussion assignment presentation 4 X 50			0%
10	Able to develop assessment sheets according to RPP and syllabus	explain the meaning of assessment, measurement, understand types of assessment, develop assessment	Criteria: project assessment sheet rubrics develop assessment sheets according to the RPP and syllabus	questions and answers discussion assignment presentation 4 X 50			0%
11	Able to develop assessment sheets according to RPP and syllabus	explain the meaning of assessment, measurement, understand types of assessment, develop assessment	Criteria: project assessment sheet rubrics develop assessment sheets according to the RPP and syllabus	questions and answers discussion assignment presentation 4 X 50			0%
12	able to develop student books according to lesson plans and syllabus	explaining the components of student books, understanding the characteristics of student books, developing student books	Criteria: student book assessment rubric	questions and answers discussion assignment presentation 4 X 50			0%
13	able to implement the learning tools that have been developed	carry out learning well and correctly	Criteria: teaching practice assessment rubric	questions and answers discussion assignment presentation demonstration/practice 6 X 50			0%
14	able to implement the learning tools that have been developed	carry out learning well and correctly	Criteria: teaching practice assessment rubric	questions and answers discussion assignment presentation demonstration/practice 6 X 50			0%
15	able to implement the learning tools that have been developed	carry out learning well and correctly	Criteria: teaching practice assessment rubric	questions and answers discussion assignment presentation demonstration/practice 6 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.