



Universitas Negeri Surabaya
Faculty of Economics and Business,
Bachelor of Science in Office Administration Education Study
Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																		
Basics of Education	8721002127		T=2 P=0 ECTS=3.18	1	July 17, 2024																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																			
	Brilliant Rosy, 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="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																
P.O																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description	This course contains a study of the basic concepts of education, human nature and its development, the nature and foundation of education, education as a system, the national education system, the foundations of education, teachers as a profession, educational problems, educational innovation in Indonesia, and character education.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan. Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang 2. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan: Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia. 																																						
	Supporters:																																						
	<ol style="list-style-type: none"> 1. Furqon Hidayatullah. 2010. Pendidikan Karakter: Membangun Peradaban Bangsa. Surakarta: Yuma Pustaka. 2. Zaim Elmubarak. 2009. Membumikan Pendidikan Nilai: Mengumpulkan Yang Terserak, Menyambung Yang Terputus dan Menyatukan Yang Tercerai. Bandung: Alfabeta. 3. Early, Peter & Bubb, Sara. 2004. Leading and Managing Continuing Professional Development. London: Paul Chapman Publishing. 4. OECD. 2003. Networks of Innovation: Towards New Models for Managing Schools and Systems. Paris: OECD Publications 5. Townsend, Tony. 2007. International Handbook of Schools Effectiveness and Improvement. Netherlands: Springer. 6. Hawley, Willis D. 2007. The Keys to Effective Schools: Educational Reforms as Continuous Improvement. United Kingdom: A Sage Publications Company. 7. Zajda, Joseph & Gamage, David T. 2009. Decentralisation, School Based Management and Quality. New York: Springer 																																						
Supporting lecturer	Dr. Siti Sri Wulandari, S.Pd., M.Pd. Lifa Farida Panduwinata, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd. Novi Trisnawati, S.Pd., M.Pd. Fitriana Rahmawati, M.Pd. Febrika Yogie Hermanto, 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 Basic Concepts of Education	<ol style="list-style-type: none"> 1.Describes Education as a theoretical science 2.Describes education as an applied science 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	2%
2	Understanding Human Nature and Development	<ol style="list-style-type: none"> 1.Describe the essential nature of humans 2.Describe the dimensions of human nature 3.Describes the development of human dimensions 4.Describes the complete Indonesian human figure 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	2%
3	Understanding Human Nature and Development	<ol style="list-style-type: none"> 1.Describe the essential nature of humans 2.Describe the dimensions of human nature 3.Describes the development of human dimensions 4.Describes the complete Indonesian human figure 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	3%

4	Understanding the Nature of Education	<ol style="list-style-type: none"> 1. Describe the meaning of education 2. Describe the Education Process 3. Describe and analyze the function of education 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Presentations 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	4%
5	Understanding Education as a system	<ol style="list-style-type: none"> 1. Describe the meaning of system 2. Describe the various systems 3. Describe Pend. as a system 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Presentations 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	4%
6	Understanding Education as a system	<ol style="list-style-type: none"> 1. Describe the basis, objectives and functions of national education 2. Describe educational institutions, programs and management 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Presentations 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%

7	Understand the foundations of education	<ol style="list-style-type: none"> 1. Describe the foundations of education 2. Describe the historical basis 3. Describe the philosophical basis 4. Describe the psychological foundations 5. Describe the sociological basis 6. Describe the cultural foundations of Tut Wuri Handayani 7. Describe the basis of science and technology 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%
8	UTS	carried out carefully, correctly and systematically, rationally, logically,	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Test</p>	Written examination. 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	20%
9	Understand the concept of teaching as a profession	<ol style="list-style-type: none"> 1. Describe the meaning of teaching as a profession 2. Describe the teacher's responsibilities 3. Describe the teacher's duties 4. Describe the role of the teacher 5. Describe teacher professionalism competencies 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%

10	Understanding educational problems.	<ol style="list-style-type: none"> 1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%
11	Understanding educational problems.	<ol style="list-style-type: none"> 1. Describe theoretical problems 2. Describe practical problems 3. Describe practical problems in Indonesia 4. Describe efforts to overcome education problems in Indonesia 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%

12	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> 1. Describe the concepts of change and innovation. 2. Describe the meaning of educational innovation 3. Describe the goals of innovation. 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia 7. Describe the renewal of the education system for educational staff 8. Describe decision making in educational innovation 9. Describe the obstacles to educational innovation 10. Describe resistance 11. Describe the factors that need to be considered in innovation to avoid rejection 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%
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13	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> 1. Describe the concepts of change and innovation. 2. Describe the meaning of educational innovation 3. Describe the goals of innovation. 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia 7. Describe the renewal of the education system for educational staff 8. Describe decision making in educational innovation 9. Describe the obstacles to educational innovation 10. Describe resistance 11. Describe the factors that need to be considered in innovation to avoid rejection 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	5%
14	Understanding character education	<ol style="list-style-type: none"> 1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development 	<p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Case Studies 2 X 50		<p>Material: -</p> <p>References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers</p>	0%

15	Understanding character education	1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development	Form of Assessment : Participatory Activities	Lectures, Discussions, Case Studies 2 X 50		Material: - References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers	5%
16		-	Criteria: Assessment rubric Form of Assessment : Test	Doing UAS questions		Material: - References: MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Test	45%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

