



**Universitas Negeri Surabaya**  
**Faculty of Education**  
**Undergraduate Guidance and Counseling 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>
Education Science	8620102199		T=2	P=0	ECTS=3.18	1 August 10, 2023
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>	
		Dr. Wiryo Nuryono, S.Pd., M.Pd.	Dr. Wiryo Nuryono, S.Pd., M.Pd.		Dr. Evi Winingsih, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																		
	<b>PLO-5</b> Able to design and carry out research based on scientific principles and ethics using qualitative and quantitative methods																																																																		
	<b>PLO-6</b> Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																		
	<b>Program Objectives (PO)</b>																																																																		
	<b>PO - 1</b> Able to design and carry out research based on scientific principles and ethics using qualitative and quantitative methods																																																																		
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	<b>PLO-PO Matrix</b>																																																																		
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-5	PLO-6	PO-1	✓	✓	PO-2	✓	✓																																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
<table border="1" style="margin: auto;"> <tr> <td rowspan="2">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> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	PO-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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PO-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																			

**Short Course Description** This course discusses the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both at school and outside school. Lectures are carried out using the case study method through a blended learning system. Success in educational science courses is measured through participation activities, portfolios and also question and answer and written tests. The material for the study of educational science is as follows: 1. Human nature and its development 2. The essence of education 3. The basis, objectives and functions of national education 2. Describe educational institutions 3. Describe educational programs and management 4. National education system 5. The concept of teachers as a profession 6. Educational problems. 7. Educational innovation in Indonesia 8. Character education

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka Setia</li> <li>Hasbullah. 2013. Dasar-dasar Ilmu Pendidikan. Jakarta: Rajawali Pers</li> <li>Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta</li> <li>Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada</li> <li>M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya</li> <li>Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta</li> <li>Fleer, M. (2023). The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld. Learning, Culture and Social Interaction, 42, 100753.</li> <li>Santos, C. M. D., Rybska, E., Klichowski, M., Jankowiak, B., Jaskulska, S., Domingues, N., Carvalho, D., Rocha, T., Paredes, H., Martins, P., &amp; Da Rocha, J. B. T. (2023). Science education through project-based learning: a case study. Procedia Computer Science, 219, 1713–1720.</li> <li>Luft, J. A., &amp; Jones, M. G. (2022). Handbook of Research on Science Teacher Education.</li> <li>Abubakar, Z., &amp; Olabisi, O. S. (2023). Adequate funding panacea for development of science education programme in Nigeria educational institutions. ResearchGate. <a href="https://www.researchgate.net/publication/372907644_Adequate_Funding_Panacea_for_Development_of_Science_Education_Programme_in_Nigeria_Educational_Institutions">https://www.researchgate.net/publication/372907644_Adequate_Funding_Panacea_for_Development_of_Science_Education_Programme_in_Nigeria_Educational_Institutions</a></li> <li>Abdikadirova, A. A., Saikhov, &amp; Burtabayeva, A. (2023). ANALYSIS OF FUNDING AND EFFICIENCY IN THE FIELD OF EDUCATION AND SCIENCE IN KAZAKHSTAN. Researchget, 59(2), 35–42. <a href="https://doi.org/10.55871/2072-9847-2023-59-2-35-42">https://doi.org/10.55871/2072-9847-2023-59-2-35-42</a></li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>Rahmatika, A. N., &amp; Nuryono, W. PENGEMBANGAN MEDIA BUKU BERGAMBAR PERILAKU ASERTIF UNTUK SISWA KELAS IV SEKOLAH DASAR THE DEVELOPMENT OF ASSERTIVE BEHAVIOR PICTURE BOOKS MEDIA FOR FOURTH GRADE STUDENT OF PRIMARY SCHOOL.</li> <li>Rochma, H., &amp; Nuryono, W. (2017). Pengembangan Buku Panduan Keterampilan Pencegahan Bullying untuk Siswa Sekolah Menengah Atas. Jurnal BK Unesa, 7(3), 32-39.</li> </ol>
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**Supporting lecturer** Dr. Hadi Warsito Wiryosutomo, M.St., Kons.  
 Prof. Dr. Najlatun Naqiyah, M.Pd.  
 Dr. Wiryo Nuryono, S.Pd., M.Pd.  
 Muhammad Farid Ilhamuddin, 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 importance of basic education courses and basic educational concepts	1. Orientation of the Basics of Education course.2. Describe the basic concepts of education	<p><b>Criteria:</b> in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 3 X 50		<p><b>Material:</b> basics of education and basic concepts of education</p> <p><b>References:</b> Ihsan, Fuad. 2011. Basics of Education. Jakarta: PT. Rineka Cipta</p>	2%

2	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	<b>Criteria:</b> Attached to chapter 2 of Book 1 Educational Theory and Practice <b>Form of Assessment :</b> Participatory Activities	Questions and answers and group discussions and individual assignments 3 X 50	<b>Material:</b> basics of education and basic concepts of education <b>Reader:</b> Mudyahardjo, Redja. 2011. <i>Introduction to Education</i> . Jakarta: PT Rajagrafindo Persada  <b>Material:</b> basics of education and basic concepts of education <b>Reader:</b> Basri, Hasan. 2013. <i>Foundations of Education</i> . Bandung: CV Pustaka Setia	2%
3	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	<b>Criteria:</b> 1. Present your paper, using the following steps: 2.1. Make a paper presentation in a maximum of 20 minutes along with questions and answers according to the moderator's directions 3.2. Pay attention to questions and input from other participants 4.3. Answer participants' questions and respond/record other participants' input <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and answers and group discussions and individual assignments 3 X 50	<b>Material:</b> - <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya  <b>Material:</b> - <b>Library:</b> Hasbullah. 2013. <i>Basics of Education</i> . Jakarta: Rajawali Press	2%
4	Understanding the Nature of Education	1. Describe the meaning of education 2. Describe the Education Process 3. Describe and analyze the function of education	<b>Criteria:</b> 1. Full marks are obtained if you do all the questions correctly and with mental reasoning 2. Completeness of results reports and class presentations <b>Form of Assessment :</b> Participatory Activities	Questions and answers, discussions and individual assignments. 3 X 50	<b>Material:</b> - <b>References:</b> Luft, JA, & Jones, MG (2022). <i>Handbook of Research on Science Teacher Education</i> .  <b>Material:</b> - <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta	2%
5	1. Describe the basis, objectives and functions of national education 2. Describe educational institutions 3. Describe educational programs and management	1. Describe the meaning of system 2. Describe the various systems 3. Describe education as a system	<b>Criteria:</b> Completeness of results reports and class presentations <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Discussion, Questions and Answers and Giving Individual Assignments 3 X 50	<b>Material:</b> - <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta  <b>Material:</b> - <b>References:</b> FLeer, M. (2023). <i>The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld. Learning, Culture and Social Interaction</i> , 42, 100753.	2%
6	Understanding the national education system	1. Describe the basis, objectives, functions of national education. educational institutions 2. Describe educational programs and management	<b>Criteria:</b> 1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80 2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75 3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 60.4. If an individual student can report according to the provisions with only 1 page they will be given a score of 0 <b>Form of Assessment :</b> Participatory Activities	Discussion, Questions and Answers and Giving Individual Assignments, Observations to Elementary School 3 X 50	<b>Material:</b> - <b>References:</b> Rochma, H., & Nuryono, W. (2017). <i>Development of a Bullying Prevention Skills Handbook for High School Students</i> . Unesa BK Journal, 7(3), 32-39.  <b>Material:</b> - <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya	2%
7	1. Analyze the development of institutional/educational environments in Indonesia before and after independence. 2. Describe the concept of education from various figures al: a. Ki Hajar Dewantara, b. H. Achmad Dahlan, c. Moch. Syafi 19id, R. A. Kartinie, Dewi Sartika 2. Do the in-depth questions at the end of the mandatory book chapter/package book.	1. Describe the foundation of education 2. Describe the historical basis 3. Describe the philosophical basis 4. Describe the psychological basis 5. Describe the sociological basis 6. Describe the cultural basis and Tut Wuri Handayani 7. Describe the basis of science and technology	<b>Criteria:</b> 1. Students can submit assignments completely without looking at their accuracy, given a score of 85.2. Students who can submit assignments incompletely without looking at their accuracy are given a score of 75.3. Students who cannot submit assignments according to the provisions are given a score of 0... <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and answers & giving individual assignments 3 X 50	<b>Material:</b> - <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya  <b>Material:</b> - <b>References:</b> Luft, JA, & Jones, MG (2022). <i>Handbook of Research on Science Teacher Education</i> .	2%
8	Completion of answers to UAS questions. basics of education courses,	carried out carefully, correctly and systematically, rationally, logically,	<b>Criteria:</b> the more complete the better <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests	Written examination. 2 X 50	<b>Material:</b> - <b>Library:</b>	20%

9	Understand the concept of teaching as a profession	1. Describe the meaning of teaching as a profession 2. Describe the responsibilities of teachers 3. Describe the duties of teachers 4. Describe the role of teachers 5. Describe the professional competence of teachers Describe the teacher's code of ethics	<b>Criteria:</b> The score is given according to the weight/quality delivered. <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments. 3 X 50		<b>Material:</b> - <b>Bibliography:</b> Mudyahardjo, Redja. 2011. <i>Introduction to Education</i> . Jakarta: PT Rajagrafindo Persada <b>Material:</b> - <b>References:</b> Fleer, M. (2023). <i>The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld</i> . <i>Learning, Culture and Social Interaction</i> , 42, 100753.	5%
10	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	<b>Criteria:</b> While showing activeness in the lecture process and discussion process. <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and answers and giving group assignments and dialogue. 3 X 50		<b>Material:</b> - <b>References:</b> Luft, JA, & Jones, MG (2022). <i>Handbook of Research on Science Teacher Education</i> . <b>Material:</b> - <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta <b>Material:</b> - <b>Bibliography:</b> Mudyahardjo, Redja. 2011. <i>Introduction to Education</i> . Jakarta: PT Rajagrafindo Persada	5%
11	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	<b>Criteria:</b> While showing activeness in the lecture process and discussion process. <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments and dialogue. 3 X 50		<b>Material:</b> - <b>References:</b> Luft, JA, & Jones, MG (2022). <i>Handbook of Research on Science Teacher Education</i> . <b>Material:</b> - <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya <b>Material:</b> - <b>References:</b> Basri, Hasan. 2013. <i>Foundations of Education</i> . Bandung: CV Pustaka Setia <b>Material:</b> - <b>References:</b> Abubakar, Z., & Olabisi, OS (2023). <i>Adequate funding policy for development of science education program in Nigeria educational institutions</i> . <i>ResearchGate</i> . <a href="https://www.researchgate.net/.../development_of_Science_Education_Programme_in_Nigeria_Educational_Institutions">https://www.researchgate.net/.../development_of_Science_Education_Programme_in_Nigeria_Educational_Institutions</a>	5%
12	Understanding educational innovation in Indonesia	1. Describe the concept 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 in educational innovation 10. Describe resistance 11. Describe the factors that need to be considered in innovation to avoid rejection.	<b>Criteria:</b> 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments, field observations and case study assignments. 6 X 50		<b>Material:</b> - <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta <b>Material:</b> - <b>References:</b> Fleer, M. (2023). <i>The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld</i> . <i>Learning, Culture and Social Interaction</i> , 42, 100753. <b>Material:</b> - <b>References:</b> Luft, JA, & Jones, MG (2022). <i>Handbook of Research on Science Teacher Education</i> .	5%

13	Understanding educational innovation in Indonesia	1. Describe the concept 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 in educational innovation. 10. Describe resistance. 11. Describe the factors that need to be considered in innovation to avoid rejection.	<b>Criteria:</b> 1. Responsive to criticism and input. 2. Participants' activeness in providing individual responses  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and answers and giving group assignments, field observations and case study assignments. 6 X 50		<b>Material:</b> - <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya  <b>Material:</b> - <b>References:</b> Fleeer, M. (2023). <i>The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld</i> . <i>Learning, Culture and Social Interaction</i> , 42, 100753.  <b>Material:</b> - <b>Library:</b> Rahmatica, AN, & Nuryono, W. <i>DEVELOPMENT OF MEDIA BOOKS DESCRIBING ASSERTIVE BEHAVIOR FOR CLASS IV PRIMARY SCHOOL STUDENTS THE DEVELOPMENT OF ASSERTIVE BEHAVIOR PICTURE BOOKS MEDIA FOR FOURTH GRADE STUDENTS OF PRIMARY SCHOOL</i> .	5%
14	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.	<b>Criteria:</b> The process activities are carried out by students seriously.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, 3 X 50 group assignments		<b>Material:</b> - <b>Library:</b>	5%
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.	<b>Criteria:</b> The process activities are carried out by students seriously.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, 3 X 50 group assignments		<b>Material:</b> - <b>Library:</b>	5%
16	Completion of answers to UAS questions. Basics of Education course	carried out carefully, correctly and systematically, rationally, logically,	<b>Criteria:</b> the more complete the better  <b>Form of Assessment :</b> Participatory Activities, Tests	Written exam		<b>Material:</b> - <b>Library:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.67%
2.	Portfolio Assessment	14.67%
3.	Test	21.67%
		99.01%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.