



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Learning Planning	8720102213	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	March 1, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
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Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-6	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state															
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology															
	PLO-10	Applying psychopedagogy to history learning															
	PLO-15	Mastering educational science as a psychopedagogical basis for learning history															
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O	PLO-6	PLO-8	PLO-10	PLO-15											
	PO Matrix at the end of each learning stage (Sub-PO)																
		P.O	Week														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	Learning planning courses provide theoretical and practical understanding and experience in preparing learning plans. The scope of the course material includes, the essence of learning planning, semester programs and school calendars, Bloom's taxonomy and revision of Lorin W Anderson's cognitive domain, graduate learning outcomes and learning outcomes, measuring learning outcomes, planning teaching materials, planning learning media, planning learning evaluation. .																
References	Main :																
	<ol style="list-style-type: none"> 1. Hamalik. (2008). Perencanaan Pengajaran Berdasarkan Pendekatan Sistem. Jakarta : Bumi Aksara. 2. Sandjaya, Wina. (2008).Perencanaan dan Desain Pembelajaran. Jakarta : Prenada Media Grup. 3. Uno, Hamzah B. (2008). Perencanaan Pembelajaran. Jakarta : Bumi Aksara 4. Asril, Zainal. 2012. Micro Teaching, Disertai dengan Pedoman Pengalaman Lapangan. Jakarta: RajaGrafindo Persada 5. Anderson, Lorin W dan David R. Krathwohl (ed). 2017. Kerangka Landasan Pembelajaran, Pengajaran, dan Asesmen. Yogyakarta: Pustaka Pelajar 6. Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill. 7. Arend, Richard I. and Kilcher Ann. 2010. Teaching for Student Learning, Becoming an Accomplished Teacher. New York: Taylor & Francis. 8. Kurniawan, Hendra. 2018. Literasi dalam Pembelajaran Sejarah. Yogyakarta: Gava Media 9. Dokumen Kurnas 																
	Supporters:																

Supporting lecturer		Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A. Dr. Izzatul Fajriyah, M.Pd. Dinar Rizky Listyaputri, 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 are able to analyze the essence of history learning planning	1.Knowledge, (a) analyzing the concept of learning planning, (b) identifying the objectives of learning planning, (c) identifying the benefits of learning planning, (d) analyzing the principles of learning planning 2.Skills, applying learning planning concepts in preparing learning implementation plans 3.Attitude, discipline and responsibility for completing course assignments	Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10% Form of Assessment : Project Results Assessment / Product Assessment	Cooperative learning model. Active student learning approach. 2 X 50 discussion and question and answer learning method		Material: Analyzing the definition of learning planning, objectives of learning planning, scope of learning planning. Reference: <i>Hamalik. (2008). Teaching Planning Based on a Systems Approach. Jakarta : Earth of Letters.</i>	5%
2	Students are able to analyze the essence of history learning planning	1.Knowledge, (a) analyzing the concept of learning planning, (b) identifying the objectives of learning planning, (c) identifying the benefits of learning planning, (d) analyzing the principles of learning planning 2.Skills, applying learning planning concepts in preparing learning implementation plans 3.Attitude, discipline and responsibility for completing course assignments	Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10% Form of Assessment : Project Results Assessment / Product Assessment	Cooperative learning model. Active student learning approach. 2 X 50 discussion and question and answer learning method		Material: Applying the definition, objectives and functions of the educational curriculum to the development of RPP Pustaka: <i>Sandjaya, Vienna. (2008). Learning Planning and Design. Jakarta : Prenada Media Group.</i>	5%

3	Students are able to analyze cognitive (knowledge), psychomotor (skills), and affective (attitude) domains	<p>1.Knowledge, (a) analyzing Bloom's taxonomy, (b) analyzing Lorin W Anderson's cognitive domain</p> <p>2.Skills, applying the concept of Bloom and Lorin W Anderson's taxonomy in formulating learning outcomes</p> <p>3.Attitude, discipline and responsibility in completing course assignments</p>	<p>Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Analyzing instructional design models Dick and Carey, Kemp, ASSURE, ADDIE, Banathy, Minerva</p> <p>Library: <i>Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill.</i></p>	5%
4	Students are able to analyze cognitive (knowledge), psychomotor (skills), and affective (attitude) domains	<p>1.Knowledge, (a) analyzing Bloom's taxonomy, (b) analyzing Lorin W Anderson's cognitive domain</p> <p>2.Skills, applying the concept of Bloom and Lorin W Anderson's taxonomy in formulating learning outcomes</p> <p>3.Attitude, discipline and responsibility in completing course assignments</p>	<p>Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Analyzing instructional design models Dick and Carey, Kemp, ASSURE, ADDIE, Banathy, Minerva</p> <p>Library: <i>Arend, Richard I. 2012. Learning to Teach. Ninth Edition. New York: McGraw-Hill.</i></p>	5%
5	Students are able to analyze cognitive (knowledge), psychomotor (skills), and affective (attitude) domains	<p>1.Knowledge, (a) analyzing Bloom's taxonomy, (b) analyzing Lorin W Anderson's cognitive domain</p> <p>2.Skills, applying the concept of Bloom and Lorin W Anderson's taxonomy in formulating learning outcomes</p> <p>3.Attitude, discipline and responsibility in completing course assignments</p>	<p>Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Applying the concept of instructional design models to the development of RPP</p> <p>Library: <i>Asril, Zainal. 2012. Micro Teaching, Accompanied by Field Experience Guidelines. Jakarta: RajaGrafindo Persada</i></p>	5%

6	Students are able to analyze program learning outcomes	<p>1.Knowledge, (a) analyzing graduate competency standards, (b) analyzing content standards, (c) analyzing process standards, (d) analyzing assessment standards</p> <p>2.Skills, applying graduate competency standards, content standards, process standards, assessment standards in formulating subject learning outcomes</p> <p>3.Attitude, discipline and responsibility for completing course assignments</p>	<p>Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10%</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Applying the concept of instructional design models to the development of lesson plans.</p> <p>References: <i>Arend, Richard I. and Kilcher Ann. 2010. Teaching for Student Learning, Becoming an Accomplished Teacher. New York: Taylor & Francis.</i></p>	5%
7	Students are able to analyze program learning outcomes	<p>1.Knowledge, (a) analyzing graduate competency standards, (b) analyzing content standards, (c) analyzing process standards, (d) analyzing assessment standards</p> <p>2.Skills, applying graduate competency standards, content standards, process standards, assessment standards in formulating subject learning outcomes</p> <p>3.Attitude, discipline and responsibility for completing course assignments</p>	<p>Criteria: Knowledge weight 45% Skill weight 45% Attitude weight 10%</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Analyzing graduation standards, content standards, process standards and assessment standards</p> <p>References: <i>Uno, Hamzah B. (2008). Learning Planning. Jakarta : Earth of Letters</i></p>	10%
8	MIDDLE SEMESTER EXAMINATION OR SUB SUMATIVE TEST		<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50		<p>Material: Applying graduation standards, content standards, process standards, and assessment standards in the development of RPP</p> <p>Library: <i>National Kurnas Documents</i></p>	5%

9	Students are able to analyze learning outcomes in history subjects	<ol style="list-style-type: none"> 1. Knowledge, analyzing history subject content standards 2. Skills, applying history subject content standards to develop learning outcomes in history subjects (indicators of competency achievement) 3. Disciplined attitude and responsibility for completing course assignments 	<p>Criteria: Weight 45% knowledge competency Weight 45% skill competency Weight 10% attitude competency</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Evaluating the Pustaka High School syllabus and RPP : <i>National Kurnas Document</i></p>	10%
10	Students are able to analyze learning outcomes in history subjects	<ol style="list-style-type: none"> 1. Knowledge, analyzing history subject content standards 2. Skills, applying history subject content standards to develop learning outcomes in history subjects (indicators of competency achievement) 3. Disciplined attitude and responsibility for completing course assignments 	<p>Criteria: Weight 45% knowledge competency Weight 45% skill competency Weight 10% attitude competency</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Evaluating the Pustaka High School syllabus and RPP : <i>National Kurnas Document</i></p>	5%
11	Students are able to analyze learning outcomes in history subjects	<ol style="list-style-type: none"> 1. Knowledge, analyzing history subject content standards 2. Skills, applying history subject content standards to develop learning outcomes in history subjects (indicators of competency achievement) 3. Disciplined attitude and responsibility for completing course assignments 	<p>Criteria: Weight 45% knowledge competency Weight 45% skill competency Weight 10% attitude competency</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model Student active learning approach Discussion and question and answer method 2 X 50		<p>Material: Evaluating the Pustaka High School syllabus and RPP : <i>National Kurnas Document</i></p>	10%

12	Students are able to prepare history learning planning documents	<p>1. Skills, (a) Developing indicators of competency achievement, (b) Determining the content of history subject matter, (c) Determining learning resources for history subject matter, (d) Establishing history subject assessment instruments</p> <p>2. Honest, disciplined and responsible attitude in completing course assignments</p>	<p>Criteria: Skill weight, 90% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model. Student active learning approach. 2 X 50 assignment method		<p>Material: Evaluating the Pustaka High School syllabus and RPP : <i>Nasional Kurnas Document</i></p>	5%
13	Students are able to prepare history learning planning documents	<p>1. Skills, (a) Developing indicators of competency achievement, (b) Determining the content of history subject matter, (c) Determining learning resources for history subject matter, (d) Establishing history subject assessment instruments</p> <p>2. Honest, disciplined and responsible attitude in completing course assignments</p>	<p>Criteria: Skill weight, 90% Attitude weight 10%</p> <p>Form of Assessment : Test</p>	Cooperative learning model. Student active learning approach. 2 X 50 assignment method		<p>Material: Evaluating the Pustaka High School syllabus and RPP : <i>Nasional Kurnas Document</i></p>	5%
14	Students are able to prepare history learning planning documents	<p>1. Skills, (a) Developing indicators of competency achievement, (b) Determining the content of history subject matter, (c) Determining learning resources for history subject matter, (d) Establishing history subject assessment instruments</p> <p>2. Honest, disciplined and responsible attitude in completing course assignments</p>	<p>Criteria: Skill weight, 90% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model. Student active learning approach. 2 X 50 assignment method		<p>Material: Preparing syllabus documents and RPP Library: <i>Nasional Kurnas Documents</i></p>	5%

15	Students are able to prepare history learning planning documents	<p>1. Skills, (a) Developing indicators of competency achievement, (b) Determining the content of history subject matter, (c) Determining learning resources for history subject matter, (d) Establishing history subject assessment instruments</p> <p>2. Honest, disciplined and responsible attitude in completing course assignments</p>	<p>Criteria: Skill weight, 90% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model. Student active learning approach. 2 X 50 assignment method		<p>Material: Preparing syllabus documents and RPP</p> <p>Library: <i>National Kurnas Documents</i></p>	5%
16	Students are able to prepare history learning planning documents	<p>1. Skills, (a) Developing indicators of competency achievement, (b) Determining the content of history subject matter, (c) Determining learning resources for history subject matter, (d) Establishing history subject assessment instruments</p> <p>2. Honest, disciplined and responsible attitude in completing course assignments</p>	<p>Criteria: Skill weight, 90% Attitude weight 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning model. Student active learning approach. 2 X 50 assignment method		<p>Material: Preparing syllabus documents and RPP</p> <p>Library: <i>National Kurnas Documents</i></p>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	80%
3.	Test	5%
		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** 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.

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.