

	<p style="text-align: center;"><b>Universitas Negeri Surabaya</b>  <b>Faculty of Social and Political Sciences</b>  <b>History Education Undergraduate Study Program</b></p>						<p><b>Document Code</b></p>																																											
<b>SEMESTER LEARNING PLAN</b>																																																		
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																											
History Education R&D (social studies option)	8720102104		T=2	P=0	ECTS=3.18	6	July 18, 2024																																											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																												
	.....		.....			Dr. Wisnu, M.Hum.																																												
<b>Learning model</b>	<b>Case Studies</b>																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																	
	<b>Program Objectives (PO)</b>																																																	
	<b>PLO-PO Matrix</b>																																																	
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																																
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																	
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th data-bbox="544 1245 608 1279" rowspan="2">P.O</th> <th colspan="16" data-bbox="999 1245 1054 1279">Week</th></tr> <tr> <td data-bbox="624 1279 647 1312">1</td><td data-bbox="663 1279 687 1312">2</td><td data-bbox="695 1279 719 1312">3</td><td data-bbox="727 1279 751 1312">4</td><td data-bbox="759 1279 783 1312">5</td><td data-bbox="791 1279 815 1312">6</td><td data-bbox="823 1279 847 1312">7</td><td data-bbox="855 1279 879 1312">8</td><td data-bbox="887 1279 911 1312">9</td><td data-bbox="919 1279 943 1312">10</td><td data-bbox="951 1279 975 1312">11</td><td data-bbox="983 1279 1007 1312">12</td><td data-bbox="1015 1279 1038 1312">13</td><td data-bbox="1046 1279 1070 1312">14</td><td data-bbox="1078 1279 1102 1312">15</td><td data-bbox="1110 1279 1134 1312">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
<b>Short Course Description</b>	Equip students to understand theories, concepts, and create research using R&D methods																																																	
<b>References</b>	<b>Main :</b>																																																	
	<ol style="list-style-type: none"> <li>1. Borg and Gall. 1983. Educational Research, An Introduction. New York and London: Longman Inc.</li> <li>2. Emzir. 2011. Metodologi Penelitian Pendidikan. Jakarta: Raja Grafindo Persada.</li> <li>3. Gay, L.R. 1991. Educational Evaluation and Measurement: Com-petencies for Analysis and Application . New York: Macmillan Publishing Compan.</li> <li>4. Rita C. Richey, J. D. K., Wayne A. Nelson. 2009. Developmental Research: Studies of Instructional Design and Development. Jogjakarta: Mizan.</li> <li>5. Sugiyono. 2011. Metode Penelitian Kuantitatif, Kualitatif dan R &amp; D . Bandung: Alfabeta.</li> <li>6. Plomp, Tj. 1994. Educational Design: Introduction. From Tjeerd Plomp (eds). Educational &amp; Training System Design: Introduction . Design of Education and Training (in Dutch).Utrecht (the Netherlands): Lemma.</li> <li>7. Tessmer, Martin. 1998. Planning and Conducting Formative Evaluations . Philadelphia: Kogan Page.</li> <li>8. van den Akker J. 1999. Principles and Methods of Development Research. Pada J. van den Akker, R.Branch, K. Gustafson, Nieven, dan T. Plomp (eds), Design Approaches and Tools in Education and Training (pp. 1-14). Dortrech: Kluwer Academic Publishers.</li> <li>9. van den Akker J., dkk. 2006. Educational Design Research . London and New York: Routledge.</li> </ol>																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Dr. Wisnu, M.Hum. Drs. Artono, M.Hum. Riyadi, S.Pd., M.A.																																																	

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 R&D theories	Understand R&D theories	Criteria: liveliness	Lectures and discussions 2 X 50			0%
2	Understand R&D theories	Understand R&D theories	Criteria: liveliness	Lectures and discussions 2 X 50			0%
3	Understand R&D theories	Understand R&D theories	Criteria: liveliness	Lectures and discussions 2 X 50			0%
4	Understand R&D theories	Understand R&D theories	Criteria: liveliness	Lectures and discussions 2 X 50			0%
5	Understand R&D theories	Understand R&D theories	Criteria: liveliness	Lectures and discussions 2 X 50			0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.

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.