



Universitas Negeri Surabaya
Faculty of Engineering,
Mechanical Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																								
Foundations of Education	8320302208	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024																																																																																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																									
	Muamar Zainul Arif, S.Pd.,M.Pd		Muamar Zainul Arif, S.Pd., M.Pd			Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.																																																																																																									
Learning model	Case Studies																																																																																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																														
	PLO-5	Have social competence and personality competence in mechanical engineering education																																																																																																													
	PLO-6	Able to apply and analyze pedagogical competencies in mechanical engineering education continuously throughout life																																																																																																													
	PLO-9	Able to carry out research in the field of mechanical engineering																																																																																																													
	PLO-10	Have an understanding of mathematics and basic mechanical engineering																																																																																																													
	Program Objectives (PO)																																																																																																														
	PO - 1	Describe the meaning, function and types of educational foundations																																																																																																													
	PO - 2	Understanding human concepts as educational assumptions, educational concepts																																																																																																													
	PO - 3	Understand the philosophical foundations of education, the psychological foundations of education, the sociological foundations of education, the anthropological foundations of education, the historical foundations of education, and the juridical foundations of education																																																																																																													
	PO - 4	Students are able to conduct studies on the foundations of education in Indonesia																																																																																																													
	PLO-PO Matrix																																																																																																														
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Short Course Description	This course presents a discussion of various educational assumptions. Lecture material includes the concepts of educational foundations, philosophical foundations, sociological foundations, cultural foundations, psychological foundations, juridical foundations, and scientific foundations of education. the roots of education in Indonesia, the connection between humans and education. Apart from discussing the foundations of education in general, this course also discusses the foundations of vocational/vocational education.																																																																																																														
References	Main :																																																																																																														

<p>1. Vina Serevina, (2021). Fundamentals Of Education, Elex Media Computindo. Brunes, Jerome S., (1979). The Process of Education, London Fien, John (1993). Education for The Environment; Critical Curriculum; Theorising and Environmental Education, Deakin University Krathwohl, (1971). Defining and Assessing Educational Objective, in ; Thorndike, R.L. (e.d) 1971 ; Educational Measurement, Washington</p>							
<p>Supporters:</p>							
<p>1. Naskah Akademik Sisdiknas Tahun 2022</p>							
<p>Supporting lecturer</p>		<p>Dr. Dewanto, M.Pd. Muamar Zainul Arif, S.Pd., M.Pd. Bima Anggana Widhiarta Putra, S.Pd., M.Pd.</p>					
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 describe the meaning, function and types of educational foundations	1. Students are able to describe the RPS	<p>Criteria: in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture method, question and answer and discussion 2 X 50	Lecture method, question and answer and discussion 2x45	<p>Material: Definition, objectives and types of educational foundations Library:</p>	5%
2	Students understand human nature as an educational assumption according to several philosophical schools	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describe the complete figure of Indonesian humans	<p>Criteria: Attached to chapter 2 of Book 1 Educational Theory and Practice</p> <p>Form of Assessment : Participatory Activities</p>	Questions and Answers and Group Discussion 2 X 50	Questions and answers and 2x50 Group Discussions	<p>Material: human nature as an educational assumption according to several philosophical schools. Library:</p>	5%
3	Students understand the concept of education based on its scope, the concept of education based on a scientific approach and the concept of education based on a systems approach	Describe the concept of education based on its scope, the concept of education based on a scientific approach and the concept of education based on a systems approach	<p>Criteria: Students are active in discussions, active participation in groups</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and group discussions 2 X 50	Lectures and group discussions 2x50	<p>Material: education concept based on its scope, education concept based on a scientific approach and education concept based on a system approach Library:</p>	5%
4	Students understand the concept of education based on its scope, the concept of education based on a scientific approach and the concept of education based on a systems approach	Describe the concept of education based on its scope, the concept of education based on a scientific approach and the concept of education based on a systems approach	<p>Criteria: Students are active in discussions, active participation in groups</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and group discussions 2 X 50	Lectures and group discussions 2x50	<p>Material: education concept based on its scope, education concept based on a scientific approach and education concept based on a system approach Library:</p>	5%
5	Students master the philosophical concepts of idealism, realism, pragmatism	1. master the philosophical concepts of idealism, 2) realism, 3) pragmatism	<p>Form of Assessment : Participatory Activities</p>	Debate, discussion in class 2 X 50	Debate, discussion in class 2x50		5%

6	Understanding the national education system	1. Describe the basis, objectives, functions of national education. educational institutions 2. Describe education programs and management	Criteria: 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	Questions and Answers and Giving Individual Assignments 3 X 50			0%
7	Understand the foundations of education	1. Describe the educational basis. 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	Criteria: 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...	Questions and answers & giving individual assignments 3 X 50			0%
8	Sub Summative Exam	Submit assignment results & written exam results	Criteria: Attached	Written exam can be face to face or online 3 X 50			0%
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 6. Describe the teacher's code of ethics	Criteria: Attached	Meetings 9 to 15 with Collaborative Learning Model and Lecture Method, questions and answers and giving individual and group assignments 3 X 50			0%

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	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers and giving individual assignments and group presentations 3 X 50			0%
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	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers and giving individual assignments and group presentations 3 X 50			0%
12	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	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers and giving individual assignments and group presentations 3 X 50			0%
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 education personnel 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.	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers and giving individual and group assignments, field observations and group case study assignments.. 3 X 50			0%

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	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers & Giving group assignments and presentations. 3 X 50 groups			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	Criteria: 1.Score 4 if done systematically and correctly 2.Score 3 if done correctly but not systematically 3.Score 2 if done but not systematically 4.Score 1 if not done.	Questions and answers & Giving group assignments and presentations. 3 X 50 groups			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	25%
		25%

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.