



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate 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>																																	
Human Resources Development	8620702094	Study Program Elective Courses	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>																																	
	Kartika Rinakit Adhe		Wulan Patria Saroinsong		Kartika Rinakit Adhe, S.Pd., M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
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	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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<b>Short Course Description</b>	This course provides early childhood educators with insight into noble character to implement educational sciences in all educational endeavors that use the teacher's personality as an educational model with personality development through habituation, acculturation, and complementing personal development with tips. educating Ki Hajar Dewantara, bringing students' personalities to behave and behaving in accordance with educational norms and moral norms, as well as career guidance.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Gie, Liang, 1997. <i>Motivasi dan Etika</i> . Surabaya: Pustaka Mas Hasan, Fuad, <i>Motivasi Belajar dan Etika Pelajar</i> . Malang : Universitas Islam Negeri Maulana Malik Ibrahim Malang Moeljosoeseo, 2002. <i>Pendidikan Budi Pekerti di Rumah dan di Perguruan</i> . Surabaya: Yayasan Djojobojo Setyowati, Sri, 2011. <i>Konsep dan Implementasi Manajemen Pendidikan mengangkat isu Pendidikan Budi Pekerti</i> . Surabaya: Zifatama Media																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D. Syunu Trihantoyo, S.Pd., M.Pd. Kartika Rinakit Adhe, 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 general meaning of education and personal and staff development	Can understand the background of educational interests and personal and staff development	<b>Criteria:</b> All agree  <b>Form of Assessment :</b> Participatory Activities	Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50			3%																															
2	Understanding Learning Problems and motivation	Can understand learning problems and motivation	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Participatory Activities	Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50			3%																															

3	Understand learning problems and motivation	Can understand learning problems and motivation	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Participatory Activities	Clarification of discussion material. Reflection/evaluation. 2 X 50			3%
4	Understand the failure of ideals and build enthusiasm	Can understand the failure of goals and build enthusiasm	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Clarification of discussion material. Reflection/evaluation. 2 X 50			6%
5	Understanding increasing intention, changing focus/direction of self-development	Can understand increasing intentions, changing focus/direction of self-development	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Clarification of material Discussion Reflection/evaluation 2 X 50			6%
6	Understanding personality, self-discipline, relationships in society	Can understand personality, self-discipline, relationships in society	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Portfolio Assessment	Clarification of discussion material. Reflection/evaluation. 100 minutes 2 X 50			6%
7	Understand the spirit of struggle to form opinions, the obsession with success	Understand the spirit of fighting to form opinions, the obsession with success. Can understand the spirit of fighting to form opinions, the obsession with success	<b>Criteria:</b> 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %  <b>Form of Assessment :</b> Practical Assessment	Clarification of discussion material. Reflection/evaluation. 2 X 50			10%
8	UTS	UTS	<b>Criteria:</b> Essay Writing Test  <b>Form of Assessment :</b> Test	UTS 2 X 50			20%
9	Understand self-development planning	Can understand personal development planning	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion per group Clarification Reflection/ Evaluation 2 X 50			1%
10	Understand self-development planning	Can plan self-development	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%
11	Understanding the Philosophy of Self-Development	Can understand the Philosophy of Self Development	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion per group Clarification Reflection/ Evaluation 2 X 50			2%

12	Understanding the Philosophy of Self-Development	Can understand the Philosophy of Self Development	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Portfolio Assessment	Discussion per group Clarification Reflection/ Evaluation/ 2 X 50		<b>Material: 2 Library:</b>	2%
13	Understanding the Philosophy of Self-Development	Can understand Development Philosophy	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Practical Assessment	Discussion per group Clarification Reflection/ Evaluation/ 2 X 50			2%
14	Understanding the Philosophy of Self-Development	Can understand the Philosophy of Self Development	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Practical Assessment	Discussion per group Clarification Reflection/ Evaluation/ 2 X 50			2%
15	Understanding the Philosophy of Self-Development	Can understand the Philosophy of Self Development	<b>Criteria:</b> 1.Fair 30 % 2.Credible 35 % 3.Logically implemented/measurable 35%  <b>Form of Assessment :</b> Practice / Performance	Discussion per group Clarification Reflection/ Evaluation/ 2 X 50			2%
16	Summative Exam	Summative Exam	<b>Criteria:</b> Summative Exam  <b>Form of Assessment :</b> Test	Summative Exam 2 X 50			30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9%
2.	Project Results Assessment / Product Assessment	16%
3.	Portfolio Assessment	9%
4.	Practical Assessment	14%
5.	Practice / Performance	2%
6.	Test	50%
		100%

#### Notes

- 1. 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.
- 2. 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.
- 3. 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.**

