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<tr><td rowspan="2">[UNESA logo]</td><td rowspan="2" colspan="3">Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
INTERNSHIP		8612202623	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	3	April 28, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Wiryanto, M.Si. Dr. Yoyok Yermiandhoko, M.Pd. Prof. Dr. Suryanti, M.Pd. Dr. Heru Subrata, M.Si. Dr. Hendratno, M.Hum. Prof. Dr. Wahyu Sukartiningsih, M.Pd.	Dr. Wiryanto, M.Si.	Neni Mariana, S.Pd., M.Sc., Ph.D.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-8

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	Carrying out teaching practice in schools, analyzing and synthesizing excerpts of learning innovation work; constructive learning planning; constructive learning tools; authentic assessment; techniques and instruments for evaluating basic education learning processes and outcomes; indicators of learning success in basic education; implementation of learning. Provide opportunities for external seminar engagement; out-of-class learning programs; ; fast observation and survey; student interaction dialogue with partner elementary schools.

References	**Main :**	

1. Robin Forgathy. (1991).How to Integrated the Curricula.Sidney: Open University
2. Reed, A.J.S. dan Bergemann, V.E. (2001).A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill
3. Lucy Cheser and Clinton I. Chase. (1992).Developing and using test effectively.San Francisco: Yossey Bass Publisher
4. Vera, Adelia, (2012). Metode Mengajar Anak Di Luar Kelas (Outdoor Study). Yogyakarta, Diva Press
5. Lembaga Pengembangan Manajemen Pendidikan. (1996).Model dan pedoman Peningkatan Partisipasi Masyarakat Untuk Pembangunan Pendidikan.Jakarta:LPPM
6. Sudjana, S. HD., (2005).Metode dan Teknik Pembelajaran Partisipatif dalam Pendidikan Non Formal.Bandung : Falah Production
7. Abdulhak, I. (1995).Metodologi Pembelajaran dan Pendidikan Orang Dewasa.Bandung : Cipta Intelektual8) Jervis., P. (2004).Adult Education and Lifelong Learning, Theori and Practice, 3 edition. London and New York : Routletedge Falmer.

Supporters:	

Supporting lecturer	Dr. Wiryanto, M.Si. Prof. Dr. Wahyu Sukartiningsih, M.Pd. Dr. Hendratno, M.Hum. Neni Mariana, S.Pd., M.Sc., Ph.D. Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd. Dr. Nurul Istiq'faroh, 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	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	**Criteria:** Follow the UNESA guidebook **Form of Assessment** : Participatory Activities, Portfolio Assessment	ScienceTracking and ObservationPBL and ProjectConnectivity 2 X 50	Online 2x50		0%
2	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	**Criteria:** Follow the UNESA guidebook **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	ScienceTracking and ObservationPBL and ProjectConnectivity 2 X 50			0%
3	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	1. Students are able to compare Unesa's RPS for S2 Dikdas Unesa with 2 RPS outside Unesa2. Determine and select two universities outside UNESA as material for comparison of the RPS product being prepared.3. Review and analyze the RPS to provide temporary conclusions regarding the content and usefulness of the RPS as a result of the comparison.	**Criteria:** Follow the UNESA guidebook **Form of Assessment** : Participatory Activities, Tests	ScienceTracking and ObservationPBL and ProjectConnectivity 2 X 50			0%
4	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	**Criteria:** In accordance with UNESA assessment guidelines **Form of Assessment** : Participatory Activities, Portfolio Assessment	1. Science2. a combination of several methods 3. Projects and presentations4. Group work according to target 2 X 50			0%
5	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	**Criteria:** In accordance with UNESA assessment guidelines **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	1. Science2. a combination of several methods 3. Projects and presentations4. Group work according to target 2 X 50			0%
6	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	**Criteria:** In accordance with UNESA assessment guidelines **Form of Assessment** : Participatory Activities	1. Science2. a combination of several methods 3. Projects and presentations4. Group work according to target 2 X 50			0%

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7	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	1. Preparation of the Webinar Committee2. Determining Speakers/Presenters3. Determine the theme and presentation materials, maximum 3 presenters 4. Implementation time and targets for webinar participants (elementary school teachers, school principals and basic education observers) in East Java5. Minimum target is 300 participants	**Criteria:** In accordance with UNESA assessment guidelines **Form of Assessment** : Participatory Activities, Portfolio Assessment	1. Science2. a combination of several methods 3. Projects and presentations4. Group work according to target 2 X 50			0%
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9	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	**Criteria:** According to UNESA assessment guidelines **Form of Assessment** : Participatory Activities, Portfolio Assessment	Approach: joint work Method: assignment Model: Paper project Strategy: 2 X 50 connectivity			0%
10	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	**Criteria:** According to UNESA assessment guidelines **Form of Assessment** : Participatory Activities, Portfolio Assessment	Approach: joint work Method: assignment Model: Paper project Strategy: 2 X 50 connectivity			0%
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14	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	**Criteria:** According to UNESA assessment guidelines **Form of Assessment** : Participatory Activities	Approach: joint work Method: assignment Model: Paper project Strategy: 2 X 50 connectivity			0%
15	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	1. Able to explain the discussion of webinar material from 3 presenters/presenters2. Able to discuss based on 3 different themes in education3. Able to formulate webinar achievements with topics (1) media development, (2) Optimizing learning during the pandemic, (3) Implementing AKM in elementary schools	**Criteria:** According to UNESA assessment guidelines **Form of Assessment** : Participatory Activities	Approach: joint work Method: assignment Model: Paper project Strategy: 2 X 50 connectivity			0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
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.