



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning II	8420703030		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	Program Objectives (PO)	
	PLO-PO Matrix	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O
	P.O	
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	<p>1. Utilize learning resources and ICT to support the design and implementation of innovative learning including: cooperative learning models, scientific approach-oriented learning such as: problem based learning, inquiry-discovery learning and contextual learning as well as project-based learning to achieve student competency 2. Have knowledge of the characteristics of learning models: cooperative learning, scientific approach-oriented learning such as: problem-based learning, inquiry-discovery learning and contextual learning and project-based learning, which are included in the Learning group Innovative II 3. Making decisions in designing innovative learning including: cooperative learning, scientific approach-oriented learning such as: problem-based learning, inquiry-discovery learning and contextual learning as well as project-based learning that is relevant to competencies, characteristics lesson material, and student characteristics. 4. Have a responsible attitude by implementing cooperative learning, scientific approach-oriented learning such as: problem-based learning, inquiry-discovery learning and contextual learning as well as project-based learning which has been designed in the peer teaching forum</p>
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Arends, Richard I. 2011. Learning To Teach (9th Edition) . New York: McGraw-Hill Humanities. 2. Arends, Richard I. 2004. Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach . New York: McGraw-Hill Book Company. 3. Bruce Joyce, Marsha Weil and Emily Calhoun. 2014. Models of Teaching (9th Edition) . Newyork: Pearson Education 4. Kemp, J.E and Ross, S.M. 1994. Designing Effective Instruction . New York: Macmillan College Publishing Company. 5. Bruner, J. (2000). The process of education . Cambridge, M.A: Harvard University Press.
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Supporters:	
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Supporting lecturer	<p>Dr. Agus Suprijono, M.Si. Dr. Sukma Perdana Prasetya, S.Pd., M.T. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.</p>
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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 have positive attitudes & perceptions towards learning theories	- Explaining positive perceptions of learning theory - Explaining learning theory descriptively and perspectively	Criteria: participation, assignments, UTS, UAS	- Pulpit lecture - Question and answer. - Discussion 3 X 50			0%
2	Students have positive attitudes & perceptions towards learning theories	- Explaining positive perceptions of learning theory - Explaining learning theory descriptively and perspectively	Criteria: participation, assignments, UTS, UAS	- Pulpit lecture - Question and answer. - Discussion 3 X 50			0%
3	Students are able to describe and use Cognitive Theory in learning practice Students are able to describe and use Constructivist Theory in learning practice	- Explaining the meaning of Constructivist theory - Identifying Constructivist theory - Providing relevant examples of Constructivist theory in learning - Applying Constructivist theory in learning - Explaining the meaning of Cognitive theory - Identifying Cognitive theory - Providing relevant examples of Cognitive theory in learning - Applying Cognitive theory in learning	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Assignment - Discussion 3 X 50			0%

4	Students are able to describe and use Cognitive Theory in learning practice Students are able to describe and use Constructivist Theory in learning practice	<ul style="list-style-type: none"> - Explaining the meaning of Constructivist theory - Identifying Constructivist theory - Providing relevant examples of Constructivist theory in learning - Applying Constructivist theory in learning - Explaining the meaning of Cognitive theory - Identifying Cognitive theory - Providing relevant examples of Cognitive theory in learning - Applying Cognitive theory in learning 	Criteria: participation, assignments, UTS and UAS	<ul style="list-style-type: none"> - Pulpit lecture - Assignment - Discussion 3 X 50 			0%
5	Students are able to describe and use Humanistic Theory in learning practice Students are able to describe and use Multiple Intelligence Theory in learning practice Students are able to describe and use Socio-cultural Theory in learning practice	<ul style="list-style-type: none"> - Explaining the meaning of Humanistic theory - Identifying Humanistic theory - Providing relevant examples of Humanistic theory in learning - Applying Humanistic theory in learning - Explaining the meaning of Multiple Intelligence Theory - Identifying the theory of Multiple Intelligence Theory - Providing relevant examples of theory Multiple Intelligences in learning - Applying the theory of Multiple Intelligence Theory in learning - Explaining the meaning of Socio-cultural theory - Identifying Socio-cultural theory - Providing relevant examples of Socio-cultural theory in learning - Applying Socio-cultural theory in learning 	Criteria: participation, assignments, UTS and UAS	<ul style="list-style-type: none"> - Discussion - Performance - Assignment 3 X 50 			0%

6	<p>Students are able to describe and use Humanistic Theory in learning practice Students are able to describe and use Multiple Intelligence Theory in learning practice Students are able to describe and use Socio-cultural Theory in learning practice</p>	<ul style="list-style-type: none"> - Explaining the meaning of Humanistic theory - - Identifying Humanistic theory - - Providing relevant examples of Humanistic theory in learning - - Applying Humanistic theory in learning - - Explaining the meaning of Multiple Intelligence Theory - - Identifying the theory of Multiple Intelligence Theory - - Providing relevant examples of theory Theory Multiple Intelligences in learning - - Applying the theory of Multiple Intelligence Theory in learning - - Explaining the meaning of Socio-cultural theory - - Identifying Socio-cultural theory - - Providing relevant examples of Socio-cultural theory in learning - - Applying Socio-cultural theory in learning 	<p>Criteria: participation, assignments, UTS and UAS</p>	<ul style="list-style-type: none"> - Discussion - Performance - Assignment 3 X 50 			0%
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7	Students are able to describe and use Humanistic Theory in learning practice Students are able to describe and use Multiple Intelligence Theory in learning practice Students are able to describe and use Socio-cultural Theory in learning practice	<ul style="list-style-type: none"> - Explaining the meaning of Humanistic theory - Identifying Humanistic theory - Providing relevant examples of Humanistic theory in learning - Applying Humanistic theory in learning - Explaining the meaning of Multiple Intelligence Theory - Identifying the theory of Multiple Intelligence Theory - Providing relevant examples of theory - Theory Multiple Intelligences in learning - Applying the theory of Multiple Intelligence Theory in learning - Explaining the meaning of Socio-cultural theory - Identifying Socio-cultural theory - Providing relevant examples of Socio-cultural theory in learning - Applying Socio-cultural theory in learning 	Criteria: participation, assignments, UTS and UAS	<ul style="list-style-type: none"> - Discussion - Performance - Assignment 3 X 50			0%
8	UTS	UTS		3 X 50			0%
9	Students are able to describe and use the problem based learning model in learning practice	<ol style="list-style-type: none"> 1.Explain the meaning of the problem based learning model 2. Identifying problem based learning models 3.Applying the problem based learning model in learning practice 	Criteria: participation, assignments, UTS and UAS	<ul style="list-style-type: none"> - Discussion - Performance - Assignment 3 X 50			0%

10	Students are able to describe and use the problem based learning model in learning practice	<ol style="list-style-type: none"> 1. Explain the meaning of the problem based learning model 2. Identifying problem based learning models 3. Applying the problem based learning model in learning practice 	Criteria: participation, assignments, UTS and UAS	- Discussion - Performance - Assignment 3 X 50			0%
11	Students are able to describe and use the Cooperative learning model in learning practice	- Explain the meaning of the Cooperative learning model - Identify the Cooperative learning model - Apply the Cooperative learning model in learning practice	Criteria: participation, assignments, UTS and UAS	- Questions and answers - Performance - presentation 3 X 50			0%
12	Students are able to describe and use the Cooperative learning model in learning practice	- Explain the meaning of the Cooperative learning model - Identify the Cooperative learning model - Apply the Cooperative learning model in learning practice	Criteria: participation, assignments, UTS and UAS	- Questions and answers - Performance - presentation 3 X 50			0%
13	Students are able to describe and use the Cooperative learning model in learning practice	- Explain the meaning of the Cooperative learning model - Identify the Cooperative learning model - Apply the Cooperative learning model in learning practice	Criteria: participation, assignments, UTS and UAS	- Questions and answers - Performance - presentation 3 X 50			0%
14	Students are able to describe and use the contextual learning model in learning practice	- Explaining the meaning of the Contextual learning model - Identifying the Contextual learning model - Applying the Contextual learning model in learning practice	Criteria: participation, assignments, UTS, UAS	- Discussion - Performance - Assignment 3 X 50			0%

15	Students are able to describe and use the contextual learning model in learning practice	- Explaining the meaning of the Contextual learning model - Identifying the Contextual learning model - Applying the Contextual learning model in learning practice	Criteria: participation, assignments, UTS, UAS	- Discussion - Performance - Assignment 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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.