



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Accounting Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning 2	8720903049		T=3	P=0	ECTS=4.77	5	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Rochmawati, S.Pd., M.Ak.	

<b>Learning model</b>	<b>Project Based Learning</b>																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																	
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																																
P.O																																		
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

**Short Course Description** This course examines scientific learning models (student center learning), namely Problem Based Learning (PBL), Project Based Learning (PjBL), Discovery Learning, and Inquiry; designing learning scenarios with PBL, PjBL, Discovery Learning and Inquiry; carrying out internship activities at vocational schools that apply PBL, PJBL, Discovery Learning and Inquiry learning models; and reporting internship activities. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peerteaching forum followed by discussion and reflection activities.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Arends, Richard I. 2013. Belajar Untuk Mengajar. Buku 1. Jakarta: Salemba Empat</li> <li>2. Cruickshank, Donald R, Deborah Bainer Jenkins, dan Kim K Metcalf. 2014. Perilaku Mengajar. (Terjemahan Indonesia). Edisi 6 Buku 1. Perilaku Mengajar. Jakarta: Salemba Humanika.</li> <li>3. Donald R., Deborah Bainer Jenkins, and Kim K. Metcalf . 2014. Perilaku Mengajar. Buku 2 . Jakarta: Salemba Empat</li> <li>4. Press.Lee, William W. &amp; Owens, Diana L. 2004. Multimedia-Based Instructional Design, 2e . San Francisco : John Wiley &amp; Sons, Inc.</li> <li>5. Rosdakarya.Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah.</li> <li>6. Orlich, Donald C.; Harder, Robert J.; Callahan, Richard C.; Trevisan, Michael S.; Brown, Abbie H.. 2010. Teaching Strategies , A Guide to Effective Instruction, 9e . Boston : Wadsworth,</li> <li>7. Cengage Learning.Petty, Geoff. 2009. Teaching Today , A Practical Guide , 4e . Cheltenham : Nelson Thornes Ltd</li> <li>8. Rusman. 2013. Model-Model Pembelajaran. Jakarta: PT Raja Grafindo Persada.</li> <li>9. Russell. 2016. Building an Innovative Learning Organization. New Jersey : John Wiley &amp; Sons, Inc.</li> <li>10. Silver, Harvey F.; Strong, Richard W.; Perini, Matthew J. 2007. The Strategic Teacher , selecting the right</li> <li>9. research-based strategy for every lesson . Vancouver : Thoughtful Education Press.</li> <li>10. Cooperative Learning . Teori dan Aplikasi PAIKEM. Trianto. 2009.</li> <li>10. Mendesain Model Pembelajaran Inovatif Progresif. Jakarta: Kencana</li> <li>10. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</li> </ol>
	<b>Supporters:</b>

Supporting lecturer		Drs. Joni Susilowibowo, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si. Moh. Danang Bahtiar, 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	Able to study student-centered learning models (Student Center learning)	1.1 Explain the reasons why scientific learning is the basis of today's learning 1.2 Explain the scope of student-centered learning models (student-centered learning) 1.3 Identify types of student-centered learning models (student-centered learning) 1.4 Explain the strategy of learning models that are used student-centered learning 1.5 Mention examples of student-centered learning model applications in schools	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly	Approach: Lecturer-centered Learning methods: Lectures, Questions and Answers, discussions, and assignments. Learning model: Direct instruction 3 X 50			0%

2	Able to examine the scope of the Problem Based Learning (PBL) learning model	<p>2.1 Explain the basic concepts of the Problem Based Learning (PBL) learning model</p> <p>2.2 Explain the characteristics of the Problem Based Learning (PBL) learning model</p> <p>2.3 Explain the syntax of the Problem Based Learning (PBL) learning model</p> <p>2.4 State the advantages and disadvantages of the Problem Based Learning (PBL) learning model</p> <p>2.5 Explain assessment learning outcomes in the Problem Based Learning (PBL) learning model</p> <p>2.6 Mention examples of learning materials in vocational schools that are suitable for PBL application</p>	<p><b>Criteria:</b></p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the presentation assessment sheet you will get:</p> <p>3.1. Score 4 if done very well</p> <p>4.2. Score 3 if done well</p> <p>5.3. Score 2 if done sufficiently</p> <p>6.4. Score 1 if done poorly</p>	<p>Approach: Student-centered approach.</p> <p>Learning method: Questions and Answers, discussions and assignments.</p> <p>Learning model: Cooperative learning</p> <p>3 X 50</p>			0%
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3	Able to review the scope of the Project Based Learning (PJBL) learning model	<p>3.1 Explain the basic concepts of the Project Based Learning (PJBL) learning model</p> <p>3.2 Explain the characteristics of the Project Based Learning (PJBL) learning model</p> <p>3.3 Explain the syntax of the Project Based Learning (PJBL) learning model</p> <p>3.4 State the advantages and disadvantages of the Project Based Learning (PJBL) learning model</p> <p>3.5 Explain assessment learning outcomes in the Project Based Learning (PJBL) learning model</p> <p>3.6 Mention examples of learning materials in vocational schools that are suitable for implementing PJBL</p>	<p><b>Criteria:</b></p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the presentation assessment sheet you will get:</p> <p>3.1. Score 4 if done very well</p> <p>4.2. Score 3 if done well</p> <p>5.3. Score 2 if done sufficiently</p> <p>6.4. Score 1 if done poorly</p>	<p>Approach: Student-centered approach.</p> <p>Learning method: Questions and Answers, discussions and assignments.</p> <p>Learning model: Cooperative learning</p> <p>3 X 50</p>			0%
4	Able to design learning scenarios using Problem Based Learning (PBL) and Project Based Learning (PJBL) learning models	<p>4.1 Designing learning scenarios using the Problem Based Learning (PBL) learning model</p> <p>4.2 Designing learning scenarios using the Project Based Learning (PJBL) learning model</p>	<p><b>Criteria:</b></p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the presentation assessment sheet you will get:</p> <p>3.1. Score 4 if done very well</p> <p>4.2. Score 3 if done well</p> <p>5.3. Score 2 if done sufficiently</p> <p>6.4. Score 1 if done poorly</p>	<p>Approach: Student centered approach.</p> <p>Learning method: Discussion and assignment.</p> <p>Learning model: Problem Based Learning</p> <p>3 X 50</p>			0%

5	Carry out an internship at a school that uses the Problem Based Learning (PBL) and Project Based Learning (PjBL) learning models	5.1 Identify the process of implementing the Problem Based Learning (PBL) and Project Based Learning (PjBL) learning models in schools 5.2 Analyze the process of implementing the Problem Based Learning (PBL) and Project Based Learning (PjBL) learning models	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly	Approach: Student centered approach. Learning method: assignment. Learning model: Project Based Learning (PjBL) Bill of Duty: Field observations, analysis of learning observation results 6 X 50		0%
6						0%
7	Able to present an Internship Results Report	Present a report on the results of the internship	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly	Approach: Student-centered approach. Learning method: Questions and Answers, discussions and assignments. Learning model: Inquiry Learning Assignment: Field observation, analysis of 3 X 50 observation results		0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 3 X 50		0%

9	Able to assess the scope of the Discovery Learning learning model	<p>9.1 Explain the basic concepts of the Discovery Learning learning model</p> <p>9.2 Explain the characteristics of the Discovery Learning learning model</p> <p>9.3 Explain the syntax of the Discovery Learning learning model</p> <p>9.4 State the advantages and disadvantages of the Discovery Learning learning model</p> <p>9.5 Explain the assessment of learning outcomes in the Discovery Learning learning model</p> <p>9.6 Mention examples of learning materials in vocational schools which is suitable to be applied to Discovery Learning</p>	<p><b>Criteria:</b></p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the presentation assessment sheet you will get:</p> <p>3.1. Score 4 if done very well</p> <p>4.2. Score 3 if done well</p> <p>5.3. Score 2 if done sufficiently</p> <p>6.4. Score 1 if done poorly</p>	<p>Approach: Student-centered approach.</p> <p>Learning method: Questions and Answers, discussions and assignments.</p> <p>Learning model: Cooperative Learning</p> <p>3 X 50</p>			0%
10	Able to assess the scope of the Inquiry learning model	<p>10.1 Explain the basic concepts of the Inquiry learning model</p> <p>10.2 Explain the characteristics of the Inquiry learning model</p> <p>10.3 Explain the syntax of the Inquiry learning model</p> <p>10.4 State the advantages and disadvantages of the Inquiry learning model</p> <p>10.5 Explain the assessment of learning outcomes in the Inquiry learning model</p> <p>10.6 Mention examples of learning materials in vocational schools that are suitable for applying the learning model inquiry</p>	<p><b>Criteria:</b></p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the presentation assessment sheet you will get:</p> <p>3.1. Score 4 if done very well</p> <p>4.2. Score 3 if done well</p> <p>5.3. Score 2 if done sufficiently</p> <p>6.4. Score 1 if done poorly</p>	<p>Approach: Student-centered approach.</p> <p>Learning method: Questions and Answers, discussions and assignments.</p> <p>Learning model: Cooperative learning</p> <p>3 X 50</p>			0%

11	Designing learning scenarios using discovery and inquiry learning models	11.1 Designing learning scenarios using the discovery learning model. 11.2 Designing learning scenarios using the inquiry learning model	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the assignment assessment sheet you will get: 3.1. Score 1: not good 4.2. Score 2: quite good 5.3. Score 3: good 6.4. Score 4: very good	- Reading assignments - Lectures - 3 X 50 assignments			0%
12	Carry out an internship at a school that uses discovery learning and inquiry learning models	- Identifying the process of implementing discovery learning and inquiry learning models in schools - Analyzing the process of implementing discovery learning and inquiry learning models	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly	- Reading assignments - Lectures - Observations - Discussions 6 X 50			0%
13							0%
14	Practicing scenario-based learning	Practicing learning based on the learning scenarios created	<b>Criteria:</b> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the practical assessment sheet you will get: 3.1. Score 1: not good 4.2. Score 2: quite good 5.3. Score 3: good 6.4. Score 4: not good	- Reading assignments - Lectures - Practice 6 X 50			0%
15							0%
16	UAS	UAS	<b>Criteria:</b> UAS	UAS 3 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

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** 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.