



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 1	8720903048		T=3 P=0 ECTS=4.77	4	July 18, 2024																																
AUTHORIZATION	SP Developer	Course Cluster Coordinator		Study Program Coordinator																																	
		Rochmawati, S.Pd., M.Ak.																																	
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company 2. Arends, Richard I. 2013. Belajar Untuk Mengajar. Buku 1. Jakarta: Salemba Empat 3. Cruickshank, Donald R, Deborah Bainer Jenkins, dan Kim K Metcalf. 2014. Perilaku Mengajar. (Terjemahan Indonesia). Edisi 6 Buku 1. Perilaku Mengajar. Jakarta: Salemba Humanika 4. Cruickshank, Donald R., Deborah Bainer Jenkins, and Kim K. Metcalf . 2014. Perilaku Mengajar. Buku 2 . Jakarta: Salemba Empat 5. Majid, Abdul. 2007. Perencanaan Pembelajaran . Bandung: Rosdakarya. 6. Ibrahim, Muslimin.2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press 7. Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah. 8. Nur, Mohamad, Kardi Soeparman. 2000. Pembelajaran Langsung.Surabaya: Pusat Sains dan Matematika Sekolah. 9. 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, Cengage Learning. 10. Petty, Geoff. 2009. Teaching Today , A Practical Guide , 4e . Cheltenham : Nelson Thornes Ltd 11. Rusman. 2013. Model-Model Pembelajaran. Jakarta: PT Raja Grafindo Persada 12. Suprijono, Agus. 2009. Cooperative Learning . Teori dan Aplikasi PAIKEM 13. Trianto. 2009. Mendesain Model Pembelajaran Inovatif Progesif. Jakarta: Kencana. <p>Supporters:</p>																																				
Supporting lecturer	Prof. Dr. Susanti, S.Pd., M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Han Tantri Hardini, S.Pd., M.Pd. Moh. Danang Bahtiar, S.Pd., M.Pd. Mohamad Arief Rafsanjani, S.Pd., M.Pd. Heni Purwa Pamungkas, 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 (<i>offline</i>)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the basic concepts of innovative learning	1.1 Explain the meaning of learning innovation 1.2 State the reasons why learning innovation is needed 1.3 Identify the benefits of learning innovation 1.4 Mention innovative learning models 1.5 Identify the theories that underlie innovative learning	Criteria: 1.Full marks if all questions are done correctly. 2.Maximum value 100	Approach: Centered on the lecturer (teacher center) Method: Lecture, question and answer, discussion and assignment Model: Direct Instruction Learning Strategy: Exposition Learning and Individual Learning 3 X 50			0%
2	Able to understand Innovative Learning Planning	2.1 Explain the meaning of learning planning 2.2 Explain the principles of learning planning 2.3. Identifying the objectives and functions of accounting learning planning 2.4 Analyzing the basic need for learning planning 2.5 Explaining the role of learning planning 2.6 Explaining general principles regarding learning planning 2.7 Identifying learning planning with innovative learning models	Criteria: 1.Full marks are obtained if you do all the questions correctly 2.Maximum value 100	Approach: Lecturer-centered (teacher center approach) Learning methods: Lectures, Questions and Answers, discussions, and assignments. Learning model: Direct instruction 3 X 50			0%

3	Able to study the Direct Instruction Model	3.1 Explaining the meaning of the learning model with direction (direct instruction) 3.2 Analyzing the scope of direct instruction learning models 3.3 Identifying the steps of the direct instruction learning model 3.4 Applying the direct instruction learning model	Criteria: 1.Full marks are obtained if you do all the questions correctly 2.Maximum 100	Approach: Lecturer-centered (teacher center approach) Learning methods: Lectures, Questions and Answers, discussions, and assignments. Learning strategy: Exposition Learning and individual learning Learning model: Direct instruction 3 X 50			0%
4	Able to carry out lectures outside the classroom at vocational schools	4.1 Identify the process of implementing the direct instruction model in vocational high schools (SMK) 4.2 Analyze the process of implementing the direct instruction model in vocational high schools (SMK)	Criteria: 1.Full marks are obtained if you complete all assignments correctly 2.Maximum 85	Approach: Student centered approach. Learning method: Assignment. Learning model: Project Based Learning (PjBL) Learning Strategy: Discovery Learning and Group Learning 3 X 50			0%
5	Able to present a Report on the Results of Out-of-Class Lectures at Vocational Schools	5.1 Present reports on the results of out-of-class lectures	Criteria: 1.Full marks are obtained if you do all the questions correctly 2.Maximum 85	Approach: Student-centered (Student Center Approach) Method: Discussion, question and answer, assignment Model: Project Based Learning Strategy: Discovery learning and group learning 3 X 50			0%
6	Able to design direct instruction learning scenarios based on applicable theories	6.1 Design learning scenarios based on Applicable Theory	Criteria: 1.Full marks are obtained if you do all the questions correctly. 2.Maximum: 85	Approach: Student centered approach. Learning method: Assignment. Learning model: Problem Based Learning Learning Strategy: Discovery Learning and Individual Learning Assignment: Design 3 X 50 learning scenarios			0%

7	Able to carry out direct instruction learning practices based on the learning scenarios created	Carry out direct instruction learning practices based on the learning scenarios created	Criteria: 1.Full marks are obtained if you complete all assignments correctly 2.Maximum: 85	Approach: Student centered approach Learning method: Simulation and Demonstration Learning model: Project Based Learning (PJBL) Learning Strategy: Discovery Learning and Group Learning 3 X 50			0%
8	UTS	null		null 3 X 50			0%
9	Able to study cooperative learning models (Cooperative Learning)	9.1 Explaining the meaning of cooperative learning models 9.2 Analyzing the scope of cooperative learning models 9.3 Identifying the steps of cooperative learning models 9.4 Applying cooperative learning models	Criteria: 1.Full marks are obtained if you do all the questions correctly 2.Maximum: 100	Approach: Lecturer-centered (teacher center approach) Learning methods: Lectures, Questions and Answers, discussions, and assignments. Learning model: Direct instruction Learning Strategy: Exposition Learning and Individual Learning 3 X 50			0%
10	Carrying out extra-class lectures at vocational schools on cooperative learning	10.1 Identifying the process of implementing the cooperative learning model in schools 10.2 Analyzing the process of implementing the cooperative learning model in schools	Criteria: 1.Full marks if you complete all assignments correctly. 2.Maximum: 85	Approach: Student centered approach. Learning method: assignment. Learning model: Project Based Learning (PjBL) Learning Strategy: Discovery Learning and Group Learning Assignments: Field observations, analysis of learning observation results 3 X 50			0%
11	Able to present reports on the results of out-of-class lectures on cooperative learning models in schools	11.1 Present reports on the results of out-of-class lectures on the cooperative learning model	Criteria: 1.Full marks are obtained if you do your assignment well. 2.Maximum 85	Approach: Student centered approach. Learning method: Question and answer discussions and assignments. Learning model: Project Based Learning Learning Strategy: Discovery Learning and Group Learning 3 X 50			0%

12	Able to design cooperative learning scenarios based on applicable theories	Designing learning scenarios based on Applicable Theory	Criteria: 1.Full marks are obtained if you do your assignment well. 2.Maximum: 85	Approach: Student centered approach. Learning method: Assignment. Learning model: Project Based Learning Strategy: Discovery Learning and Individual Learning Bill of Duty: Design learning scenarios 3 X 50			0%
13	Able to implement cooperative learning model practices based on the learning scenarios created	Carry out cooperative learning model practices based on created scenarios	Criteria: 1.Full marks if you do all the tasks correctly. 2.Maximum 85	Approach: Student centered approach Learning method: Simulation and Demonstration Learning model: Project Based Learning (PJBL) Learning Strategy: Discovery learning and Group Learning Assignment: Design of learning scenarios 3 X 50			0%
14	Able to implement cooperative learning model practices based on the learning scenarios created	Carry out cooperative learning model practices based on created scenarios	Criteria: 1.Full marks if you do all the tasks correctly. 2.Maximum 85	Approach: Student centered approach Learning method: Simulation and Demonstration Learning model: Project Based Learning (PJBL) Learning Strategy: Discovery learning and Group Learning Assignment: Design of learning scenarios 3 X 50			0%
15	Able to review innovative learning materials 1 starting from the concept of direct instruction, cooperative learning models and up to the practices that have been carried out.	Reviewing innovative learning materials 1 starting from the concept of direct instruction, cooperative learning models and up to the practices that have been carried out.	Criteria: 1.Full marks if you do all the tasks correctly. 2.Maximum 85	Approach: Student centered approach Learning method: discussion, question and answer Learning model: problem based learning Learning Strategy: Discovery Learning and Individual Learning 3 X 50			0%
16	null	UAS questions	Criteria: Full marks are obtained if you do all the questions correctly	null 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.