

Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Biology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses				CODE				Cou	rse Fa	amily		C	redi	t Wei	ght		SEMES	TER	Compil Date	ation
Innovativ	ve Le	arning I		8420503	3177							Т	=3	P=0	ECTS=4	.77	3		July 18	, 2024
AUTHOR	RIZAT	ION		SP Deve	elope	r					Cou	rse C	lust	er Co	ordinato		Study P Coordir			
																	Dr. Rinie Pratiwi Puspitawati, M.Si.			
Learning model	J	Project Based L	.earnir	ng																
Program		PLO study pro	gram	which is	char	ged to	the o	course	е											
Learning Outcom		Program Object	ctives	(PO)																
(PLO)		PLO-PO Matrix	(
			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	1	.1 12	13	3 14		15 16	3
								11	I											
Short Course Descript	tion	Study of learning (meaningful lear strategies) . The learning model i model and strate peer teaching for	ning), asse n the f gy. Th	and disc ssment is form of le e assessn	ussior carrie arning nent a	n (disc ed out g tools, activity	ussior throu work ends	n mode gh the shops with an	el of pres on de n exer	learnii entatic evelop cise in	ng), S on of d ing lea	ET-or conce arning	iente pts, j too	ed lea prese ls by	arning, a entation c students	nd lea of ope orier	arning rational ited tow	strate exa /ards	gies (lea mples of each lea	arning f each arning
Referen	ces	Main :																		
		1. (1) Aren 2. (2) Ibrah 3. (3) Nur, 4. (4) Nur,	im, Mu Mohan	ıslimin. 20 nad. 2000	12. Ko . Strat	onsep, egi-stra	Misko ategi E	onsepsi Belajar.	i, dan . Sura	Cara I baya:	Pembe Pusat	elajara Sains	annya s dan	a. Su Mate	rabaya: U ematika S	nivers ekola	sity Pres h.		Sekolah	
		Supporters:																		
Support lecturer																				
Week-	eac sta			Evaluation				Help Learning, Learning methods, Student Assignments, [Estimated time]				Learni materi [Referer	als	Assess Weigh						
	(Su	b-PO)	I	ndicator		Crit	teria &	& Form	1		line(<i>line</i>)		On	line	(online)]			
(1)		(2)		(3)			(4)				(5)			(6)		(7)		(8)

1	Understand the characteristics of the Direct Instruction (DI) model independently and honestly	 Explain the characteristics of the Direct Instruction (DI) learning model Explain the theory that supports the Direct Instruction (DI) learning model Demonstrate an honest and independent attitude during the learning process using LPPD 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment grade% 23) (UTS score%2 2) UAS score (3) divided by 10	Metacognitive, presentation and discussion 5 X 50		0%

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2	Explain the characteristics of Direct Instruction (DI) learning tools independently and honestly.	 Explain the characteristics of Direct Instruction (DI) model learning tools. Explain the steps in learning the Direct Instruction (DI) model Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment grade%2 3) (UTS score%2 2) UAS score (3) divided by 10	Metacognitive, presentation, discussion, modeling, observation and reflection 5 X 50		0%

3	Develop Direct Instruction (DI)	 Being able to 	Criteria:	Metacognitive		0%
	model learning	make	1.The assessment	and Workshop 5 X 50		
	tools for relevant	decisions is	is carried out on	5 X 50		
	topics	characterized	the following			
	independently and	by skillfully	aspects:			
	honestly.	developing	2.Participation			
		Direct	during lectures			
		Instruction	and peer			
		(DI) model	teaching is			
		learning tools	carried out			
		using various	through			
		relevant	observation of an			
		learning	honest and			
		resources	independent			
		2.Demonstrate	attitude (weight			
		an honest and	2). UTS test is			
		independent	carried out twice			
		attitude during	by assessing all			
		the learning	relevant			
		process using	indicators			
		LPPD.	through written			
			tests. (2)			
			Assessment of			
			the results of			
			learning tools			
			other than those			
			displayed in peer			
			teaching is			
			considered as			
			assignments, the			
			grades are			
			averaged, then			
			given a weight			
			(3) The process			
			score during			
			peer teaching			
			plus the grades			
			for the RPP are			
			averaged as UAS			
			grades, given a			
			weight of (3) The			
			final NA is			
			(participation			
			grade")			
			(Assignment			
			grade%2 3) (
			UTS score%2 2)			
			UAS score (3)			
			divided by 10			
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4	Understand the characteristics of Learning Strategy (LS) independently and honestly.	 Explain the characteristics of Learning Strategy (LS) learning. Explain the theory that supports Learning Strategy (LS). Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during	Metacognitive, presentation and discussion 5 X 50		0%
			considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment grade%2 3) (
			UTS score%2 2) UAS score (3) divided by 10			

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5	Explain the characteristics of	1.Explain the characteristics	Criteria: 1.The assessment	Metacognitive, presentation,		0%
	Learning Strategy	of Learning	is carried out on	discussion,		
	(LS) learning tools	Strategy (LS)	the following	modeling,		
	independently and honestly.	learning tools.	aspects:	observation		
	nonesuy.	2.Explain the	2.Participation	and reflection		
		steps in	during lectures	5 X 50		
		Learning	and peer			
		Strategy (LS)	teaching is			
		learning.	carried out			
		3.Demonstrate	through			
		an honest and	observation of an			
		independent	honest and			
		attitude during	independent			
		the learning	attitude (weight			
		process using	2). UTS test is			
		LPPD.	carried out twice			
			by assessing all			
			relevant			
			indicators			
			through written			
			tests. (2)			
			Assessment of			
			the results of			
			learning tools			
			other than those			
			displayed in peer			
			teaching is			
			considered as			
			assignments, the			
			grades are			
			averaged, then			
			given a weight			
			(3) The process			
			score during			
			peer teaching plus the grades			
			for the RPP are			
			averaged as UAS			
			grades, given a			
			weight of (3) The			
			final NA is			
			(participation			
			grade")			
			(Assignment			
			grade%2 3) (
			UTS score%2 2)			
			UAS score (3)			
			divided by 10			

6	Develop Learning Strategy (LS) learning tools for relevant topics independently and honestly	 Being able to make decisions is characterized by skillfully developing Learning Strategy (LS) learning tools using various relevant learning resources. Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade%2 3) (UTS score%2 2) UAS score (3) divided by 10	Metacognitive and Workshop 5 X 50		0%

8	Explain the meaning of the discussion learning model independently and honestly.	 Explain the characteristics of the Discussion learning model. Explain the characteristics of learning tools for the Discussion learning model. Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment grade 32 () UTS score (2) UAS score (3) divided by 10	Metacognitive, presentation and discussion 5 X 50		0%
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9	Understand the	 Explain the 	Criteria:	Metacognitive,		0%
	characteristics of the Concept	characteristics	1.The assessment	presentation		
	Attainment Model	of the	is carried out on	and		
	(CAM) learning	Concept	the following	discussion		
	model	Attainment	aspects:	5 X 50		
	independently and	Model (CAM)	2.Participation			
	honestly.	learning	during lectures			
		model.	and peer			
		2.Explains the	teaching is			
		theory that	carried out			
		supports the	through			
		Concept	observation of an			
		Attainment	honest and			
		Model (CAM)	independent			
		learning	attitude (weight			
		model.	2). UTS test is			
		3.Demonstrate	carried out twice			
		an honest and	by assessing all			
		independent	relevant			
		attitude during	indicators			
		the learning	through written			
		process using	tests. (2)			
		LPPD.	Assessment of			
		LPPD.	the results of			
			learning tools			
			•			
			other than those			
			displayed in peer			
			teaching is			
			considered as			
			assignments, the			
			grades are			
			averaged, then			
			given a weight			
			(3) The process			
			score during			
			peer teaching			
			plus the grades			
			for the RPP are			
			averaged as UAS			
			grades, given a			
			weight of (3) The			
1			final NA is			
			(participation			
			grade")			
			(Assignment			
			grade%2 3) (
			UTS score%2 2)			
			UAS score (3)			
			divided by 10			
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Explain the characteristics of the Concept Attainment Model (CAM) learning model device independently and honestly.	 Explain the characteristics of the Concept Attainment Model (CAM) learning model device. Explains the steps of the Concept Attainment Model (CAM) learning model. Demonstrate an honest and independent attitude during process using LPPD 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment grade%2 3) (UTS score%2 2) UAS score (3) divided by 10	Metacognitive, presentation, discussion. modeling, observation, and reflection 5 X 50		0%

11 Duulus Ormant	
11 Develop Concept Attainment Model (CAM) learning tools for relevant topics independently and honestly. 1.Being able to make decisions is characterized by skillfully developing Concept Attainment Model (CAM) learning tools using various relevant learning process using LPPD. Criteria: 11 Develop Concept Attainment Model (CAM) 1.Being able to make decisions is characterized by skillfully developing Concept Attainment Model (CAM) Criteria: 11 Develop Concept Attainment Model (CAM) 1.Being able to make decisions is characterized by skillfully developing Concept Attainment Model (CAM) Interesting aspects: 11 Develop Concept Attainment Model (CAM) 1.Being able to make decisions is characterized by skillfully developing Concept Attainment Model (CAM) Interesting on through with tests. (2) 11 Develop Concept Attainment Model (CAM) 1.The assessing through with teaching is considered a assignments grades are averaged, th given a weig (3) The proc score during peer teachin plus the grad for the RPP averaged as grades, give weight of (3) final NA is (participation grade*2)	at on 5 × 50 g n res - of an - t - ight - ight - ight - is - hose - ipper - as - s, the - hose - ipg - des - are - s UAS - in n - it (- (- (52 2) -

12	Understand the characteristics of Meaningful Verbal Learning (MVL) independently and honestly.	 Explaining the characteristics of Meaningful Verbal Learning (MVL) learning. Explains the theory that supports Meaningful Verbal Learning (MVL) learning. Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: 1. The assessment is carried out on the following aspects: 2. Participation during lectures and peer teaching is carried out through observation of an honest and independent attitude (weight 2). UTS test is carried out twice by assessing all relevant indicators through written tests. (2) Assessment of the results of learning tools other than those displayed in peer teaching is considered as assignments, the grades are averaged, then given a weight (3) The process score during peer teaching plus the grades for the RPP are averaged as UAS grades, given a weight of (3) The final NA is (participation grade") (Assignment	Metacognitive, presentation and discussion 5 X 50		0%
			(participation grade") (Assignment grade%2 3) (UTS score%2 2) UAS score (3)			
13	Explain the characteristics of Meaningful Verbal Learning (MVL) learning tools independently and honestly.	 Explain the characteristics of Meaningful Verbal Learning (MVL) learning tools. Explain the steps in Learning Strategy (LS) learning. Demonstrate an honest and independent attitude during the learning process using LPPD. 	divided by 10	Metacognitive, presentation, discussion, modeling, observation and reflection 5 X 50		0%

Meaningful Verbal Learning (MVL) learning tools for relevant topics independently and honestly.	Being able to make decisions is characterized by skillfully developing Meaningful Verbal Learning tools using various relevant learning trough various relevant learning process using 	0%

Evaluation Percentage Recap: Project Based Learning

No Evaluation Percentage

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.
- 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.
- 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
- 10. Learning materials are details of 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.