



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Innovative Learning I	8420503177		T=3	P=0	ECTS=4.77	3	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Dr. Rinie Pratiwi Puspitawati, M.Si.																																											
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																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="15" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">P.O</td> <td style="width: 3.33%; text-align: center;">1</td> <td style="width: 3.33%; text-align: center;">2</td> <td style="width: 3.33%; text-align: center;">3</td> <td style="width: 3.33%; text-align: center;">4</td> <td style="width: 3.33%; text-align: center;">5</td> <td style="width: 3.33%; text-align: center;">6</td> <td style="width: 3.33%; text-align: center;">7</td> <td style="width: 3.33%; text-align: center;">8</td> <td style="width: 3.33%; text-align: center;">9</td> <td style="width: 3.33%; text-align: center;">10</td> <td style="width: 3.33%; text-align: center;">11</td> <td style="width: 3.33%; text-align: center;">12</td> <td style="width: 3.33%; text-align: center;">13</td> <td style="width: 3.33%; text-align: center;">14</td> <td style="width: 3.33%; text-align: center;">15</td> <td style="width: 3.33%; text-align: center;">16</td> </tr> </table>																Week															P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Week																																																
P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	Study of learning models with direction (direct instruction), acquisition of concepts (concept attainment model), meaningful learning (meaningful learning), and discussion (discussion model of learning), SET-oriented learning, and learning strategies (learning strategies) . The assessment is carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum followed by discussion and reflection activities.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. (1) Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. 2. (2) Ibrahim, Muslimin. 2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press 3. (3) Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah. 4. (4) Nur, Mohamad, Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah. 																																																
	Supporters:																																																
Supporting lecturer	MUSLIMIN IBRAHIM Prof. Dr. Endang Susantini, M.Pd. Dr. Sifak Indana, M.Pd. Dr. Pramita Yakub, 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	Understand the characteristics of the Direct Instruction (DI) model independently and honestly	<ol style="list-style-type: none"> 1.Explain the characteristics of the Direct Instruction (DI) learning model 2.Explain the theory that supports the Direct Instruction (DI) learning model 3.Demonstrate an honest and independent attitude during the learning process using LPPD 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	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.	<ol style="list-style-type: none"> 1.Explain the characteristics of Direct Instruction (DI) model learning tools. 2.Explain the steps in learning the Direct Instruction (DI) model 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation, discussion, modeling, observation and reflection 5 X 50			0%
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3	Develop Direct Instruction (DI) model learning tools for relevant topics independently and honestly.	<p>1. Being able to make decisions is characterized by skillfully developing Direct Instruction (DI) model learning tools using various relevant learning resources</p> <p>2. Demonstrate an honest and independent attitude during the learning process using LPPD.</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>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)</p> <p>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</p>	Metacognitive and Workshop 5 X 50			0%
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4	Understand the characteristics of Learning Strategy (LS) independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of Learning Strategy (LS) learning. 2.Explain the theory that supports Learning Strategy (LS). 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation and discussion 5 X 50			0%
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5	Explain the characteristics of Learning Strategy (LS) learning tools independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of Learning Strategy (LS) learning tools. 2.Explain the steps in Learning Strategy (LS) learning. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation, discussion, modeling, observation and reflection 5 X 50			0%
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6	Develop Learning Strategy (LS) learning tools for relevant topics independently and honestly	<p>1. Being able to make decisions is characterized by skillfully developing Learning Strategy (LS) learning tools using various relevant learning resources.</p> <p>2. Demonstrate an honest and independent attitude during the learning process using LPPD.</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>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)</p> <p>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</p>	Metacognitive and Workshop 5 X 50			0%
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7	Explain the meaning of the discussion learning model independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of the Discussion learning model. 2.Explain the characteristics of learning tools for the Discussion learning model. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation and discussion 5 X 50			0%
8	UTS			5 X 50			0%

9	Understand the characteristics of the Concept Attainment Model (CAM) learning model independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of the Concept Attainment Model (CAM) learning model. 2.Explains the theory that supports the Concept Attainment Model (CAM) learning model. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: <ol style="list-style-type: none"> 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 and discussion 5 X 50			0%
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10	Explain the characteristics of the Concept Attainment Model (CAM) learning model device independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of the Concept Attainment Model (CAM) learning model device. 2.Explains the steps of the Concept Attainment Model (CAM) learning model. 3.Demonstrate an honest and independent attitude during the learning process using LPPD 4.. . 	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation, discussion. modeling, observation, and reflection 5 X 50			0%
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11	Develop Concept Attainment Model (CAM) learning tools for relevant topics independently and honestly.	<p>1. Being able to make decisions is characterized by skillfully developing Concept Attainment Model (CAM) learning tools using various relevant learning resources.</p> <p>2. Demonstrate an honest and independent attitude during the learning process using LPPD.</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>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)</p> <p>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</p>	Metacognitive and Workshop 5 X 50			0%
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12	Understand the characteristics of Meaningful Verbal Learning (MVL) independently and honestly.	<ol style="list-style-type: none"> 1.Explaining the characteristics of Meaningful Verbal Learning (MVL) learning. 2.Explains the theory that supports Meaningful Verbal Learning (MVL) learning. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation and discussion 5 X 50			0%
13	Explain the characteristics of Meaningful Verbal Learning (MVL) learning tools independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of Meaningful Verbal Learning (MVL) learning tools. 2.Explain the steps in Learning Strategy (LS) learning. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 		Metacognitive, presentation, discussion, modeling, observation and reflection 5 X 50			0%

14	Develop Meaningful Verbal Learning (MVL) learning tools for relevant topics independently and honestly.	<p>1. Being able to make decisions is characterized by skillfully developing Meaningful Verbal Learning (MVL) learning tools using various relevant learning resources,</p> <p>2. Demonstrate an honest and independent attitude during the learning process using LPPD.</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>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)</p> <p>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</p>	Procedures for developing Meaningful Verbal Learning (MVL) learning tools. 5 X 50			0%
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15	Explain the characteristics of SETS-oriented learning independently and honestly. Explain the steps for SETS-oriented learning independently and honestly.	<ol style="list-style-type: none"> 1.Explain the characteristics of SETS-oriented learning. 2.Explain the characteristics of SETS-oriented learning tools. 3.Demonstrate an honest and independent attitude during the learning process using LPPD. 	Criteria: <ol style="list-style-type: none"> 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) <p>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</p>	Metacognitive, presentation and discussion 5 X 50			0%
16							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.