	Universitas Negeri Surabaya Faculty of Engineering, Building Engineering Education Undergraduate Study Program	Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Teaching and Learning Interaction		8320502048		T=2	P=0	ECTS=3.18	2	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	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	11	12	13	14	15	16

Short Course Description	Understanding concepts regarding the description of boundaries and understanding learning strategies, teachers who are successful theoretically and empirically in the form of basic teaching skills, model concepts, methods, strategies and innovative learning approaches in vocational schools, including direct learning models, cooperative learning models, problem-based learning models, contextual learning, projects, e-learning, and MPBM include various types of learning strategies.

References	Main :	
	1. Nur, Mohamad. 2005. Strategi-Strategi Belajar . Surabaya: PSMS. 2. Kardi, Soeparman dan Mohamad Nur. 2005. Pengantar pada Pengajaran & Pengelolaan Kelas. Surabaya: Pusat Sains dan Matematika Sekolah. 3. Nur, Mohamad. 2005a. Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah 4. Ibrahim, Muslimin dan Mohamad Nur. 2005. Pembelajaran Berdasarkan Masalah. Surabaya: Pusat Sains dan Matematika Sekolah. 5. Nur, Mohamad. 2005b. Pengajaran Langsung . Surabaya: University Press UNESA.	
	Supporters:	
Supporting lecturer	Dr. Nurmi Frida Dorintan Bertua Pakpahan, 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 basic concepts of effective learning strategies	1. Explain the meaning of learning strategies 2. Distinguish between concepts about approaches, learning models, learning methods, learning strategies and learning techniques 3. Looking for relationships between learning components 4. Explain the factors that influence and classify learning strategies	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, discussions and assignments 3 X 50			0%
2	Understand the nature of understanding and learning theories	1. Explaining behavioristic learning theory 2. Cognitivism learning theory 3. Constructivist learning theory 4. Humanist learning theory 5. Characteristics of students based on learning theory	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, discussions and assignments 3 X 50			0%
3	Analyzing the application of learning theories in learning	1. Describe the principles of learning in achieving learning goals. 2. Analyze the application of learning theories in learning according to the field of study. 3. Comparing the paradigms of behaviorism and constructivism in learning 4. Analyzing the characteristics of vocational school students refers to learning theory	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions, assignments 3 X 50			0%

			Criteria	Learning Methods			
4	Understand study and learning strategies	1. Explain student activity-oriented learning strategies 2. Expository learning strategies and Inquiry Learning Strategies 3. Problem Based Learning Strategy 4. Learning Strategies to Improve Thinking Abilities and Cooperative Learning 5. Contextual Learning Strategy and Affective Learning Strategy	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%
5	Effective classroom management, leadership in learning, successful teachers, the role of the teacher	1. Distinguish between learning management and classroom management 2. Explain the principles of effective classroom management 3. Develop a conducive classroom environment 4. Explain approaches to classroom management. 5. Explains the teacher as a leader in the classroom	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions, assignments 3 X 50			0%
6	Understand the basics of teaching skills	1. Explaining Lesson opening skills, explanation skills, and closing skills 2. Identify effective ways to open lessons, explain and close lessons	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%

7	Choose a learning approach that suits the Building Engineering subject	1. Explain the meaning of a learning approach 2. Identify various learning approaches. 3. Analyze effective learning approaches. 4. Choose a learning approach that suits the Building Engineering subject	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (not present = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions, assignments 3 X 50			0%
8	Midterm Exam (UTS)	1. Students can: Differentiate learning models, approaches, strategies, methods and techniques 2. Explain the factors that influence learner strategies. 3. Classifying learner strategies. 4. Explaining learning theories: behaviorism, cognitivism, constructivism, humanism 5. Distinguish between learning management and classroom management 6. Explain the principles of effective classroom management 7. Develop a conducive classroom environment 8. Explain approaches to classroom management 9. Identify effective ways to open lessons, explain and close lessons 10. Analyze and choose a learning approach that is appropriate to the Building Engineering subject	**Criteria:** 0-100 (each correct question gets 10 points)	Closed exam (closed book) 3 X 50			0%

9	Understand various learning models	1.Explains the Bruce J and Marsha Well learning model 2.Explains the contextual learning model 3.Explain the cooperative learning model 4.Explaining the quantum learning model 5.Explains the thematic learning model 6.Explains the collaborative learning model 7.Explaining the Paikem learning model	**Criteria:** 1.Lecture Participation Assessment Criteria: 2.Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%
10	Choose learning models that suit subjects in Building Engineering	1.Explain the meaning of learning models. 2.Identify various learning models 3.Analyzing effective learning models. 4.Choose a learning model that suits the Building Engineering subject	**Criteria:** 1.Lecture Participation Assessment Criteria: 2.Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%
11	Applying strategies and models in effective learning	1. Mention the characteristics of strategies and learning models 2. Describe strategies and learning models 3. Analyze the steps of strategies and learning models Identify the advantages and disadvantages of strategies and learning models	**Criteria:** 1.Lecture Participation Assessment Criteria: 2.Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%
12	Applying problem-based learning	1.Explain the meaning of research based on learning strategies. 2.Identifying learning problems in research 3.Formulate learning problems in research	**Criteria:** 1.Lecture Participation Assessment Criteria: 2.Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%

13	Understanding the Direct Learning Model (Explicit Instruction)	1. Mention the characteristics of the direct learning model (Explicit Instruction) 2. Describe the direct learning model (Explicit Instruction) 3. Analyzing the steps of the direct learning model (Explicit Instruction) 4. Identify the advantages and disadvantages of the direct learning model	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%
14	Understanding Cooperative Learning	1. Mention the characteristics of the cooperative learning model 2. Describing Cooperative Learning 3. Analyze the steps of the Cooperative Learning model 4. Identifying the strengths and weaknesses of Cooperative Learning	**Criteria:** 1. Lecture Participation Assessment Criteria: 2. Attendance (absent = 0; present = 60) 0 - 60 Asking 0 – 10 Opinion 0 – 10 Consulting: inside/outside the classroom 0 – 10 Creativity/ideas 0 – 10 Total Score 0 – 100	Lectures, questions and answers, discussions and assignments 3 X 50			0%

| 15 | Final Semester Examination (UAS) Understanding the concept of the meaning and description of the boundaries of learning strategies, teachers who are successful theoretically and empirically in the form of basic teaching skills, model concepts, methods, strategies and innovative learning approaches in vocational schools, including direct learning models, cooperative learning models , problem-based learning models, contextual learning, including various types of learning strategies. | 1.Explain the meaning of learning methods 2.Explain the factors in determining learning methods 3.Explain the meaning and identify problem-based learning. 4.Explain the basic concepts of CTL. 5.Explain the components of CTL 6.Describe the direct learning model (Explicit Instruction) 7.Analyzing the steps of the direct learning model (Explicit Instruction) 8.Describing Cooperative Learning 9.Analyze the steps of the Cooperative Learning model 10.Identify the advantages and disadvantages of Cooperative Learning 11.Mention the characteristics of strategies and learning models 12.Describe learning strategies and models 13.Analyze strategy steps and learning models 14.Identify the advantages and disadvantages of strategies and learning models 15.etc. | **Criteria:** 1.0-100 (each correct question gets 10 points) 2.Final Value (NA) is obtained using the formula: = 2 P 3 T 2 UTS 3 UAS = score 1 - 100 = score 1 - 100 3.10 4.NA Converted to an ordinal scale with the following conditions. 5.$85 \leq A \leq 100$ 6.$80 \leq A- < 85$ 7.$75 \leq B < 80$ 8.$70 \leq B < 75$ 9.$65 \leq B- < 70$ 10.$60 \leq C < 65$ 11.$55 \leq C < 60$ 12.$40 \leq D < 55$ 13.$0 \leq E < 40$ | Closed exam (closed book) 3 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

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.