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<tr><td rowspan="2"></td><td colspan="3" align="center">Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Commerce Education Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN

Courses		**CODE**		**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
innovative learning 1		8721103039				**T=3**	**P=0**	**ECTS=4.77**	4	July 19, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**
		....		....		Dr. Tri Sudarwanto, S.Pd., MSM.

Learning model	**Project Based Learning**

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

P.O	Week															
	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), concept attainment model, meaningful learning, and discussion (discussion model of learning). SET-oriented learning, as well as learning strategies. The study is carried out through explanation 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 as well as cognitive internships. Lectures are carried out using a system of case study analysis, presentations and discussions, and reflections.

References	**Main :**	
	1. Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. 2. Ibrahim, Muslimin. 2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press 3. Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah. 4. Nur, Mohamad, Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah.	
	Supporters:	

Supporting lecturer	Dr. Tri Sudarwanto, S.Pd., MSM. Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Renny Dwijayanti, S.Pd., M.Pd. Mohamad Arief Rafsanjani, S.Pd., M.Pd. Heni Purwa Pamungkas, S.Pd., M.Pd. Veni Rafida, 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 the Direct Instruction Model	1.1 Explain the meaning of the learning model with direction (direct instruction) 1.2 Analyze the scope of direct instruction learning models 1.3 Identify the steps of the direct instruction learning model 1.4 Apply the direct instruction learning model	**Criteria:** 1. Full marks if all questions are answered correctly 2. Maximum value 100 minimum value 0 (if not done)	Approach: Student center approach Method: lecture discussion assignment Learning strategy: Individual learning and exposition learning 6 X 50			0%
2							0%
3	Able to understand Learning Planning	3.1 Explain the meaning of learning planning 3.2 Explain the principles of learning planning 3.3. Identifying the objectives and functions of learning planning Business management 3.4 Analyzing the basic need for learning planning 3.5 Explaining the role of learning planning 3.6 Explaining general principles about teaching	**Criteria:** 1. Full marks if all questions are done correctly. 2. Maximum value 100 minimum value 0 (if all questions are not completed)	Approach: Student-centered Method: Lecture, discussion, question and answer assignment Model: Direct learning (3rd meeting) and problem based learning (4th meeting) Learning strategy: Exposition and Discovery learning and group learning 6 X 50			0%
4							0%
5	Carrying out Direct Learning internships in Schools	5.1 Identifying the process of implementing the direct instruction model in schools 5.2 Analyzing the process of implementing the direct instruction model in schools	**Criteria:** 1. Full marks are obtained if you do your assignment well 2. Full marks are obtained if you do your assignment well	Approach: Student centered approach. Learning method: assignment. Learning model: Project Based Learning (PjBL) 6 X 50			0%
6							0%

7	Able to present an Internship Results Report	7.1 Present a report on the results of the internship	**Criteria:** Full marks are obtained if you do your assignment well	Approach: Student centered approach. Learning method: Question and answer discussions and assignments. Learning model: Inquiry Learning 3 X 50			0%
8	UTS	null		null 3 X 50			0%
9	Implementing Cooperative Learning Internships in Schools	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:** Full marks are obtained if you do your assignment well	Approach: Student centered approach. Learning method: Assignment. Learning model: Project Based Learning (PjBL) 6 X 50			0%
10							0%
11	Able to Present Internship Results Reports on cooperative learning models in schools	11.1 Present a report on the results of the internship	**Criteria:** Full marks are obtained if you do your assignment well	Approach: Student centered approach. Learning method: Question and answer discussions and assignments. Learning model: Inquiry Learning 3 X 50			0%
12	Able to design Learning Scenarios Based on Applicable Theory	12.1 Design learning scenarios based on Applicable Theory	**Criteria:** Full marks are obtained if you do your assignment well	Approach: Student centered approach. Learning method: Assignment. Learning model: Inquiry Learning 6 X 50			0%
13							0%
14	Able to carry out learning practices based on the learning scenarios created	14.1 Carry out learning practices based on the learning scenarios created	**Criteria:** Full marks are obtained if you do your assignment well	Approach: Student centered approach Learning method: Simulation and Demonstration Learning model: Project Based Learning (PJBL) 6 X 50			0%
15							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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.