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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Innovative Learning II		8321103093		**T=2**	**P=1**	**ECTS=4.77**		5	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
		....		....		Dr. Hj. Sri Handajani, S.Pd., M.Kes.

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															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Innovative Learning 2 studies and equips undergraduate students in Culinary Education about analyzing, evaluating and creating Culinary Learning using innovative learning models: Problem Based Instruction (PBI), Discovery Learning (DL), Project Based Learning (PjBL), Production Based Training (PBT), and Teaching Factory (TEFA) to be able to compete and excel in the 4.0 era and welcome society 5.0 as well as being able to communicate scientifically and work effectively both individually and in groups.

References	**Main :**

1. Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.
2. Ibrahim, Muslimin. 2012. Pembelajaran Berdasarkan Masalah Edisi II. Surabaya: University Press
3. Ibrahim, Muslimin. 2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press
4. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education

	Supporters:

Supporting lecturer	Dra. Hj. Siti Sulandjari, M.Si. Dra. Niken Purwidiani, M.Pd. Nugrahani Astuti, 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	Analyze and evaluate model concepts, methods, strategies and learning approaches, and be able to communicate scientifically and work effectively both individually and in groups	1.Explain the orientation of the lecture material 2.Analyze differences in models, methods, strategies and approaches in learning. 3.Evaluate the application of models, methods, strategies and approaches in learning.	**Criteria:** Explain the orientation of lecture material. Analyze differences in models, methods, strategies and approaches in learning. Evaluate the application of models, methods, strategies and approaches in learning.	Discussion, assignment, presentation 3 X 50			0%
2	Analyze and evaluate model concepts, methods, strategies and learning approaches, and be able to communicate scientifically and work effectively both individually and in groups	1.Explain the orientation of the lecture material 2.Analyze differences in models, methods, strategies and approaches in learning. 3.Evaluate the application of models, methods, strategies and approaches in learning.	**Criteria:** Explain the orientation of lecture material. Analyze differences in models, methods, strategies and approaches in learning. Evaluate the application of models, methods, strategies and approaches in learning.	Discussion, assignment, presentation 3 X 50			0%
3	Analyze and evaluate model concepts, methods, strategies and learning approaches, and be able to communicate scientifically and work effectively both individually and in groups	1.Explain the orientation of the lecture material 2.Analyze differences in models, methods, strategies and approaches in learning. 3.Evaluate the application of models, methods, strategies and approaches in learning.	**Criteria:** Explain the orientation of lecture material. Analyze differences in models, methods, strategies and approaches in learning. Evaluate the application of models, methods, strategies and approaches in learning.	Discussion, assignment, presentation 3 X 50			0%

4	Create learning tools using the Problem Based Instruction (PBI) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Explain the orientation of the lecture material 2.Analyzing the Problem Based Instruction (PBI) model. 3.Evaluating the Problem Based Instruction (PBI) model 4.Creating learning tools based on the Problem Based Instruction (PBI) model	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
5	Create learning tools using the Problem Based Instruction (PBI) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Explain the orientation of the lecture material 2.Analyzing the Problem Based Instruction (PBI) model. 3.Evaluating the Problem Based Instruction (PBI) model 4.Creating learning tools based on the Problem Based Instruction (PBI) model	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
6	Create Discovery Learning (DL) model learning tools and be able to communicate scientifically and work effectively both individually and in groups.	1.Explain the orientation of the lecture material 2.Analyzing the Discovery Learning (DL) model). 3.Evaluating the Discovery Learning (DL) model) 4.Creating learning tools based on the Discovery Learning (DL) model	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%

7	Create Discovery Learning (DL) model learning tools and be able to communicate scientifically and work effectively both individually and in groups.	1.Explain the orientation of the lecture material 2.Analyzing the Discovery Learning (DL) model). 3.Evaluating the Discovery Learning (DL) model) 4.Creating learning tools based on the Discovery Learning (DL) model	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
8	Midterm Evaluation / Midterm Exam			2 X 50			0%
9	Create learning tools using the Project Based Learning (PjBL) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Project Based Learning (PjBL) model 2.Creating learning tools based on the Project Based Learning (PjBL) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
10	Create learning tools using the Project Based Learning (PjBL) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Project Based Learning (PjBL) model 2.Creating learning tools based on the Project Based Learning (PjBL) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
11	Create learning tools using the Production Based Training (PBI) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Production Based Training (PBI) model Evaluating the cooperative learning model 2.Create learning tools based on the Production Based Training (PBI) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%

12	Create learning tools using the Production Based Training (PBI) model and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Production Based Training (PBI) model Evaluating the cooperative learning model 2.Create learning tools based on the Production Based Training (PBI) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
13	Create Teaching Factory (TEFA) model learning tools and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Teaching Factory (TEFA) model. 2.Evaluating the Teaching Factory (TEFA) model. 3.Creating learning tools based on the Teaching Factory (TEFA) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%
14	Create Teaching Factory (TEFA) model learning tools and be able to communicate scientifically and work effectively both individually and in groups.	1.Analyzing the Teaching Factory (TEFA) model. 2.Evaluating the Teaching Factory (TEFA) model. 3.Creating learning tools based on the Teaching Factory (TEFA) model.	**Criteria:** 0-100	Discussion, assignment, presentation 3 X 50			0%

| 15 | Create Teaching Factory (TEFA) model learning tools and be able to communicate scientifically and work effectively both individually and in groups. | 1. Analyzing the Teaching Factory (TEFA) model. 2. Evaluating the Teaching Factory (TEFA) model. 3. Creating learning tools based on the Teaching Factory (TEFA) model. | **Criteria:** 0-100 | Discussion, assignment, presentation 3 X 50 | | | 0% |
| 16 | Final Semester Evaluation / Final Semester Examination | | | 2 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.