



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music
Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Innovative Learning	8820903269		T=3 P=0 ECTS=4.77	2	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. Welly Suryandoko, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	A study of knowledge and skills in designing cultural arts learning is carried out through explaining concepts and presenting operational examples of learning approaches in the form of learning scenarios. The assessment activity ends with the implementation of a certain learning model by students in a peer teaching forum followed by discussion and reflection activities.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Trianto. 2009. Mendesain Model Pembelajaran Inovatif Progresif. Jakarta: Kencana Prenada Media Group 2. Wena, Made. 2008. Strategi Pembelajaran Inovatif Kontemporer. Jakarta: Bumi Aksara 3. Daryanto dan Mulyo Raharjo. 2012. Model Pembelajaran Inovatif. Yogyakarta: Gava Media 4. Gulo, W, 2008. Strategi belajar mengajar, jakarta : Grasindo 5. Sanjaya, Wina. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakaera: Kencana 6. Komalasari, Kokom. 2019. Pembelajaran Kontekstual Konsep dan Aplikasinya. Bandung: Refika Aditama 7. Huda, Miftahul. 2014. Model-Model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar 8. Uno, Hamzah. 2008. Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: Bumi Aksara 9. Permendikbud tentang Kurikulum 2013 10. Panduan Penguatan Pembelajaran Untuk SMP 																																					
	Supporters:																																					
Supporting lecturer	Dr. Setyo Yanuartuti, M.Si.																																					
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	Explain the nature of innovative learning and examples of innovative learning	1. Explain the meaning of innovative learning 2. Explain the scope of innovative learning 3. Explain the components of learning	Criteria: Answers are clear and precise	Lecture method, question and answer, discussion 3 X 50			0%
2	Explain the differences in terms in innovative learning and provide concrete examples.	1. Explain the types of learning 2. Explain the principles of learning 3. Explain the differences between the terms approach, model, method and strategy in learning	Criteria: 1. The oral test is answered correctly and accurately 2. Assignment: Each term is explained clearly, well and precisely with concrete examples of each term given.	Lecture method, question and answer, discussion and assignment 3 X 50			0%
3	Explains the implementation of learning based on the 2013 Curriculum	1. Explain the meaning of implementing learning 2. Explain the structure in implementing learning	Criteria: Clarity and accuracy in answering	Lecture method, question and answer and discussion 3 X 50			0%
4	Explain and provide examples of approaches/models/methods in learning arts and culture	1. Explain the cooperative learning model 2. Explain the scientific learning model 3. Explain the inquiry learning model 4. Explain the problem-based learning model 5. Explain the project learning model 6. Explain the mixed learning model 7. Give examples of the arts and culture learning model	Criteria: 1. Accuracy in choosing a learning model according to the KD class and material. 2. Accuracy in including activities/lesson material at each learning step.	Method: lecture, question and answer discussion and assignment 3 X 50			0%
5	Explaining the Characteristics of Arts and Culture Learning	Able to explain the characteristics of arts and culture learning - Able to explain the objectives of arts and culture learning	Criteria: Accuracy in answering questions	- Explain / lecture - Question and answer Discussion 3 X 50			0%
6	Explains classroom management in Arts and Culture learning	1. Explain the meaning of classroom management 2. Explain the objectives of classroom management 3. Explain the principles of classroom management 4. Give examples of forms of classroom management	Criteria: Clarity and accuracy of answers	3 X 50 discussion question and answer lecture method			0%

7	Explain basic teacher skills	1. Explain the skills of opening, explaining and closing the lesson 2. Explain questioning skills 3. Explain the skills of providing variations and providing reinforcement 4. Explains skills for managing the class and leading discussions	Criteria: Clarity and accuracy in answering and providing examples	Lecture method, question and answer, discussion 3 X 50			0%
8	UTS	UTS	Criteria: Attached	Individual UTS 3 X 50			0%
9	Explains approaches/methods in learning Arts and Culture	Able to explain the types and characteristics of Arts and Culture learning approaches	Criteria: Clarity and accuracy in providing answers	- Explain / lecture - Question and answer - Discussion of 3 X 50 Modeling			0%
10	Explain approaches/methods in learning Arts and Culture (continued)	Able to explain the types and characteristics of Arts and Culture learning approaches	Criteria: 1. Clarity and accuracy of explanation 2. Clarity and precision set the example.	- Explain / lecture - Question and answer - Discussion of 3 X 50 Modeling			0%
11	Explains approaches/methods in learning Arts and Culture	Able to explain the types and characteristics of Arts and Culture learning approaches	Criteria: The accuracy of answering questions in accordance with the understanding and learning concepts.	- Explain / lecture - Question and answer Discussion 3 X 50			0%
12	Explain approaches/methods in learning Arts and Culture (continued)	Able to explain the types and characteristics of Arts and Culture learning approaches	Criteria: 1. Assessment Rubric 2. Correct learning syntax with examples of correct application of values in the 85-90 range 3. Correct learning syntax with inaccurate examples with a value range of 80-84 4. The learning syntax is not quite right with examples that are not quite right, the value range is 75-89	- Explain / lecture - Question and answer Discussion 3 X 50			0%
13	Developing Arts and Culture Learning Scenarios (Scientific, Problem-Based, Project, Cooperative, Discovery and Mixed Approaches)	- Able to compose scenarios with appropriate steps. Able to explain learning steps	Criteria: Clear answers with clear arguments	- Explaining/lecture - Giving assignments - Discussion 3 X 50			0%
14	Developing Arts and Culture Learning Scenarios (Scientific, Problem-Based, Project, Cooperative, Discovery and Mixed Approaches) (continued)	- Able to compose scenarios with appropriate steps - Able to explain learning steps	Criteria: 1. Assessment criteria 2. The lesson plan is arranged correctly according to the learning syntax 3. Peer teaching is done well and applies basic teacher skills	- Giving assignments - Discussion - Presentation 3 X 50			0%

15	Implementing Arts and Culture Learning Scenarios (Scientific, Problem-Based, Project, Cooperative, Discovery and Mixed Approaches)	Able to practice learning scenarios	Criteria: 1. Assessment criteria: 2. Accuracy in arranging learning steps 3. Accuracy in choosing learning materials 4. Accuracy in choosing learning media 5. Accuracy in carrying out classroom management	- Discussion - Presentation/peer teaching 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.