SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
LEARNING METHODS AND MODELS		8620304215	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	5	May 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Fajar Arianto, M.Pd	Prof. Dr. Mustaji, M.Pd.	Dr. Utari Dewi, S.Sn., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Able to apply the character of "Intelligent, Religious, of Noble Character, Independent, Professional and Having Excellence" in learning analysis of learning models.
PO - 2	Students master and apply concepts, structures and materials in educational technology science to facilitate learning through analysis of learning models as developers of Educational Technology, Education/Training Analysis.
PO - 3	Students have the ability to solve learning problems using case study learning through analysis of learning models as developers of Educational Technology, Education/Training Analysis.
PO - 4	Students utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom in learning analysis of learning models.

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course discusses learning models to develop, improve and manage quality learning processes. The assessment is carried out by means of question and answer and in writing.

References	Main :

1. Huda, Miftahul. 2014. Model-model Pengajaran dan Pembelajaran: Isu-isu Metodis Dan Paradigmatis . Yogyakarta: Pustaka Pelajar.
2. Octavia, S. A. (2020). Model-model pembelajaran. Deepublish.

Supporters:

1. Rusman. 2013. Model-model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta: Rajawali Pers
2. Slameto. 2013. Belajar dan Faktor-faktor Yang Mempengaruhi. Jakarta: PT Rineka Cipta
3. Trianto. 2011. Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik. Jakarta: Prestasi Pustaka Publisher
4. Octavia, S. A. (2020). Model-model pembelajaran. Deepublish.

	Supporting lecturer	Prof. Dr. Mustaji, M.Pd. Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D. Dr. Syaiputra Wahyuda Meisa Diningrat, 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	Students are able to understand the concepts and principles of learning and learning.	1. Explains the concept of learning and learning. 2. Explains the principles of learning and learning. 3. Explain the difference between studying and learning.	**Criteria:** 1. Accuracy in explaining the concepts of learning and learning. 2. Accuracy of explaining the principles of learning and learning. 3. Accuracy explains the difference between learning and learning. **Form of Assessment** : Test	inquiry 4 X 50		**Material:** learning model **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Learning Methods **Literature:** *Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima* **Material:**	5%

						Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*
						Material: Learning to teach **Library:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition*
						Material: The Systematic Design of Instruction **Reference:** *Dick, Carey, Carey, 2015. The systematic design of Instruction. Pearson.*
						Material: Using Technology With Curriculum Instruction That Works **Reference:** *Pitler, et al., 2007. Using Technology with Curriculum Instruction that works.*
						Material: Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*
						Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*

| 2 | Students are able to detail innovative learning concepts. | 1. Explain the meaning of innovative learning. 2. Explain the characteristics of innovative learning. 3. Identify examples of innovative learning. | **Criteria:** writing test

 Form of Assessment : Test | Direct Instruction 4 X 50 | | **Material:** needs analysis **References:** *Dick, Carey, Carey, 2015. The systematic design of Instruction. Pearson.*

 Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

 Material: Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

 Material: Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

 Material: Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*

 Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 3% |

| 3 | Students are able to examine the concepts of behaviorism and constructivism approaches. | 1. Explain the concept of the behaviorist approach. 2. Explain the concept of the constructivist approach 3. Explain the characteristics of the behaviorism and constructivism approaches 4. Explain the differences between bahaviorism and constructivism approaches 5. Identify examples of the application of behaviorism and constructivism approaches | **Criteria:** 1. Accuracy in explaining the concept of the behaviorist approach. 2. Accuracy in explaining the concept of the constructivist approach 3. Accuracy in explaining the characteristics of the behaviorist and constructivist approaches 4. Accuracy explains the differences between bahaviorism and constructivism approaches 5. Accuracy of identifying examples of the application of behaviorism and constructivism approaches **Form of Assessment** : Test | Direct Instruction 4 X 50 | | **Material:** learning model **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** learning model' **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 2% |

| 4 | Students are able to understand the concepts and types of learning models. | 1. Explain the meaning of learning models.
 2. Identify types of learning models. | **Criteria:**
 1. Accuracy in explaining the meaning of learning models.
 2. Accuracy of identifying types of learning models.

 Form of Assessment : Test | Direct Instruction 4 X 50 | | **Material:** learning model **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition*

 Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

 Material: Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

 Material: Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

 Material: Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*

 Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 3% |

| 5 | Students are able to understand the concept of the direct learning model (MPL). | 1. Explain the meaning of the direct learning model (MPL). 2. Explain the theoretical basis of MPL 3. Explaining the MPL learning syntax. 4. Explain the advantages and disadvantages of MPL. 5. \\Presents an example of implementing MPL. | **Criteria:** 1. Accuracy in explaining the meaning of the direct learning model (MPL). 2. Accuracy in explaining the theoretical basis of MPL 3. Accuracy in explaining MPL learning syntax. 4. Accuracy in explaining the advantages and disadvantages of MPL. 5. Accuracy in presenting examples of MPL implementation. **Form of Assessment** : Test | Student Center 4 X 50 | | **Material:** learning strategies **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** learning strategies **Reference:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 3% |

| 6 | Students are able to understand the concept of the contextual learning model (MPK). | 1.Explain the meaning of the contextual learning model. 2.Explain the theoretical basis of MPK. 3.Explains the MPK learning syntax. 4.Explain the advantages and disadvantages of MPK. 5.Presents examples of MPK implementation. | **Criteria:** 1.Accuracy in explaining the meaning of the contextual learning model. 2.Accuracy in explaining the theoretical basis of MPK. 3.Accuracy in explaining MPK learning syntax. 4.Accuracy in explaining the advantages and disadvantages of MPK. 5.Accuracy in presenting examples of MPK implementation. **Form of Assessment** : Project Results Assessment / Product Assessment | Student Center Presentations, Discussions, Questions and Answers 4 X 50 | | **Material:** learning strategies **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition*

 Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

 Material: Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

 Material: Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

 Material: Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*

 Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 12% |

7	Students are able to understand the concept of the cooperative learning model (MPK).	1. Explain the meaning of the cooperative learning model. 2. Explain the theoretical basis of MPK. 3. Explains the MPK learning syntax. 4. Explain the advantages and disadvantages of MPK. 5. Presents examples of MPK implementation.	**Criteria:** Project based learning **Form of Assessment** : Project Results Assessment / Product Assessment	Student Center Presentations, Discussions, Questions and Answers 4 X 50		**Material:** direct learning **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*	15%
8	UTS	Able to understand the concept of the cooperative learning model (MPK).	**Criteria:** Writing test **Form of Assessment** : Test	Project Based Learning 4 X 50	- -	**Material:** concept of cooperative learning model (MPK). **Reader:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*	2%

9	Students are able to understand the concept of the problem-based learning model (MPBM).	1. Explain the meaning of the problem-based learning model. 2. Explain the theoretical basis of MPBM. 3. Explains the MPBM learning syntax. 4. Explain the advantages and disadvantages of MPBM. 5. Presents examples of MPBM implementation.	**Criteria:** Written Test, Question and Answer **Form of Assessment** : Test	Student Center . Presentation, Discussion, Questions and Answers 4 X 50		**Material:** cooperative **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** cooperative **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning to teach **Library:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*	2%
10	Students are able to understand the concept of the project-based learning model (MPBP).	1. Explain the meaning of the project-based learning model.	**Criteria:** identification accuracy **Form of Assessment** : Participatory Activities	Student Center Presentation, Discussion, Questions and		**Material:** cooperative **Library:** *Trianto. 2011. Innovative*	2%

		2. Explain the theoretical basis of MPBP. 3. Explains the MPBP learning syntax. 4. Explain the advantages and disadvantages of MPBP. 5. Presents examples of MPBP implementation.		Answers 2 X 50		*Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** cooperative **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*	

						Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*	

| 11 | Students are able to understand the concept of electronic learning models (E-Learning). | 1. Explain the meaning of electronic learning models. 2. Explain the theoretical basis of e-learning. 3. Explaining the syntax of e-learning learning. 4. Explain the advantages and disadvantages of e-learning. 5. Presents examples of the application of e-learning. | **Criteria:** accuracy of learning design plans

Form of Assessment : Project Results Assessment / Product Assessment | Student Center Presentation, Discussion, Questions and Answers 2 X 50 | | **Material:** PBL **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

Material: Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

Material: Learning and Factors that Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

Material: Learning Methods **Literature:** *Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima*

Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*

Material: Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* | 6% |
| 12 | Students are able | 1. Explain the | **Criteria:** | Student | | **Material:** | 10% |

| | | to understand the concept of the Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning model. | meaning of the TPS/NHT/TGT learning model. 2.Explain the theoretical basis of TPS/NHT/TGT. 3.Explains the TPS/NHT/TGT learning syntax. 4.Explain the advantages and disadvantages of e TPS/NHT/TGT. 5.Presents examples of TPS/NHT/TGT implementation. | Project based learning **Form of Assessment** : Project Results Assessment / Product Assessment | Center Presentation, Discussion, Questions and Answers 2 X 50 | | Project based learning **Reference:** *Arends, 2009. Learning to teach. McGraw-Hill International Edition* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.* **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* **Material:** Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher* **Material:** Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | |

| 13 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning
2 X 50 | | **Material:** e-learning **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

Material: Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

Material: Learning and Factors that Influence **it Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

Material: Innovative Constructivist-Oriented Learning Models **Library:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*

Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 10% |
| 13 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning
2 X 50 | | | 10% |

| 14 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning
2 X 50 | | **Material:** e-learning **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

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Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.* | 10% |
| 14 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning
2 X 50 | | | |

| 15 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment : Project Results Assessment / Product Assessment | Student Center Presentation, Discussion, Questions and Answers
2 X 50 | | **Material:** e-learning
Reference: *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues
References: *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

Material: Learning Models Developing Teacher Professionalism
Library: *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

Material: Learning and Factors that Influence
it Library: *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

Material: Innovative Constructivist-Oriented Learning Models
Library: *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*

Material: Learning Models
Library: *Octavia, SA (2020). Learning models. Deepublish.* | 13% |
| 15 | Students are able to design learning by applying one of the learning models. | 1. Develop a scenario of learning steps.
2. Displays a scenario of learning steps. | **Criteria:**
the accuracy of preparing the learning design according to the learning design stages

Form of Assessment : Project Results Assessment / Product Assessment | Student Center Presentation, Discussion, Questions and Answers
2 X 50 | | | 13% |

| 16 | Final exams | Able to design learning by applying one of the learning models. | **Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99)

Form of Assessment : Project Results Assessment / Product Assessment | Project Based Learning 4 X 50 | -
- | **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library.*

Material: Learning Models **Library:** *Octavia, SA (2020). Learning models. Deepublish.*

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Material: Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* | 2% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2%
2.	Project Results Assessment / Product Assessment	78%
3.	Test	20%
		100%

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.