SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning strategies	8620302178	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	May 17, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	Program Objectives (PO)	
	PO - 1	Demonstrate a critical and innovative attitude in learning strategies
	PO - 2	Mastering the concepts, structures and materials in learning strategies, and being able to innovate in planning learning strategies
	PO - 3	Analyze problems in the learning process, either case study based (case method) or project based (team based project) to determine learning strategies that are appropriate to the problems found
	PO - 4	Able to implement technology and information in the process of solving learning problems and determining learning strategies according to the problems found

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	The lecture material consists of model concepts, methods, strategies and learning approaches which include innovative learning, Behavioristic and constructivist approaches, learning strategies, learning methods, learning approaches, direct learning models (MPL), Cooperative Learning Models (MPK), Problem Based Learning Model (MPBM), Project Based Learning Model (MPBPr), and e-learning.

References	Main :

1. Hill, J. & Jordan, L. (2021). Instructional Strategies. In J. K. McDonald & R. E. West (Eds.), Design for Learning: Principles, Processes, and Praxis. EdTech Books. https://edtechbooks.org/id/instructional_strate
2. Arends, R. I. 1997. Class Room Instructional and Management . New York: Mc. Graw-Hill.
3. Mustaji. 2009. Desain Pembelajaran. Surabaya: University Press.
4. Eggen, Paul dan Don Kauchak. 2012. Strategi dan Model Pembelajaran. Edisi 6. Penerjemah: SatrioWahono. Jakarta: PT Indeks.
5. Nurlaela, Luthfiyah dan Euis Ismayati. 2015. Strategi Belajar Berpikir Kreatif. Yogyakarta: Penerbit Ombak.
6. Clark, Ruth Colvin & Richard E. Mayer. (2011). E-learning and the Science of Instruction. Third Edition. San Francisco: Pfeiffer.

Supporters:

1. Zaini, Hisyam, Bermawy Munthe, Sekar Ayu Aryani. 2007. Strategi Pembelajaran Aktif. Yogyakarta: CTSD.
2. Nur, Mohamad dan I Ketut Budayasa. 1998. Teori Pembelajaran Sosial dan Teori Pembelajaran Perilaku. IKIP Surabaya.
3. Nur, Mohamad. 2011. Strategi-Strategi Belajar. Unesa: PSMS.
4. Nur, Mohamad dan Prima Retno Wikandari. 2004. Pengajaran Berpusat pada Siswa dan Pendekatan Konstruktivis dalam Pengajaran. Surabaya: PSMS Unesa.
5. Nur, Mohamad. 2011. Model Pembelajaran Langsung. Surabaya: PSMS Unesa.
6. Nur, Mohamad. 2011. Model Pembelajaran Kooperatif. Unesa: PSMS.
7. Nur, Mohamad. 2011. Model pembelajaran Berbasis Masalah. Unesa: PSMS.

Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Andi Kristanto, S.Pd., M.Pd. Citra Fitri Kholidya, 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 examine the concept of learning strategies	1. Understand the concept of learning strategies 2. Review the definition of strategy method models and approaches 3. Explain the differences between strategy and approach method models.	**Criteria:** 1. Accuracy in understanding the concept of learning strategies 2. Accuracy of reviewing model definitions, methods, strategies and approaches 3. Accuracy in explaining differences in models, methods, strategies and approaches. **Form of Assessment** : Test	Lectures, Presentations, Discussions and Questions and Answers 2 X 50		**Material:** Models and Strategies **Bibliography:** *Eggen, Paul and Don Kauchak. 2012. Learning Strategies and Models. Edition 6. Translator: SatrioWahono. Jakarta: PT Index.* **Material:** Learning strategies **References:** *Hill, J. & Jordan, L. (2021). Instructional Strategies. In JK McDonald & RE West (Eds.), Design for Learning: Principles, Processes, and Praxis. EdTech Books. https://edtechbooks.org/...* **Material:** Approach and Method **Reader:** *Mustaji. 2009. Learning Design. Surabaya: University Press.*	5%
2	Able to detail innovative learning concepts	1. Examining the meaning of innovative learning 2. Detailing the characteristics of innovative learning. 3. Identify examples of innovative learning	**Criteria:** 1. Accuracy in examining the meaning of innovative learning 2. Accuracy in detailing the characteristics of innovative learning. 3. Accuracy of identifying examples of innovative learning **Form of Assessment** : Participatory Activities, Tests	Lectures, Presentations, Discussions and Questions and Answers 2 X 50		**Material:** Innovative Learning **Reference:** *Nur, Mohamad. 2011. Problem Based Learning Model. Unesa: PSMS.* **Material:** examples of innovative learning **Reader:** *Nurlaela, Luthfiyah and Euis Ismayati. 2015. Creative Thinking Learning Strategies. Yogyakarta: Ombak Publishers.*	5%

| 3 | Able to examine the concepts of behaviorism and constructivism approaches. | 1.Examining the concept of the behaviorist approach 2.Examining the concept of the constructivist approach. 3.Details the characteristics of the behaviorist and constructivist approaches. 4.Examining the differences between behaviorism and constructivism approaches. 5.Explore examples of the application of behaviorism and constructivism approaches. | **Criteria:** 1.a. Able to examine the concept of the behaviorist approach according to the answer key 2.b. Able to examine the concept of the constructivist approach according to the answer key 3.c. Able to detail the characteristics of the behaviorism and constructivism approaches according to the answer key 4.d. Able to examine the differences between behaviorism and constructivism approaches according to the answer key 5.e. Able to explore examples of the application of behaviorism and constructivism approaches according to the answer key **Form of Assessment** : Test | Lectures, Presentations, Discussions and Questions and Answers 2 X 50 | | **Material:** Learning Theories **Library:** *Nur, Mohamad and I Ketut Budayasa. 1998. Social Learning Theory and Behavioral Learning Theory. IKIP Surabaya.* **Material:** Learning Theories **Library:** *Mustaji. 2009. Learning Design. Surabaya: University Press.* **Material:** Constructivism theory **Literature:** *Nur, Mohamad and Prima Retno Wikandari. 2004. Student-Centered Teaching and Constructivist Approaches to Teaching. Surabaya: PSMS Unesa.* | 5% |
| 4 | Able to understand concepts and types of learning methods | a. Clarify the meaning of learning methods b. Identify types of learning methods. c. Examining the types of learning methods. | **Criteria:** 1.a. Able to clarify the meaning of learning methods according to the answer key 2.b. Able to identify types of learning methods according to the answer key 3.c. Able to examine the types of learning methods according to the answer key **Form of Assessment** : Test | Discussion presentation and question and answer assignment 2 X 50 | | **Material:** concepts and types of learning methods **Reader:** *Mustaji. 2009. Learning Design. Surabaya: University Press.* | 5% |

5	Able to understand the concept and types of learning strategies (learning strategies)	1.a. Explains repetition strategies along with examples of implementation. 2.b. Distinguish between underlining strategies and marginal notes strategies along with examples of implementation. 3.c. Mention and explain organizational PQ4R analogy elaboration strategies. Outlining mapping mnemonics and examples of application. 4.d. Explains metacognitive strategies and examples of application.	**Criteria:** 1.a. Able to explain repetition strategies along with examples of application according to the answer key 2.b. Able to differentiate between underlining strategies and marginal notes strategies along with examples of application according to the answer key 3.c. Able to mention and explain organizational PQ4R analogy elaboration strategies Outlining mapping mnemonics and examples of application according to the answer key 4.d. Able to explain metacognitive strategies and examples of application according to the answer key **Form of Assessment** : Test	Lectures, Presentations, Assignments, Discussions and Questions and Answers 2 X 50		**Material:** learning strategies **References:** *Nur, Mohamad. 2011. Learning Strategies. Unesa: PSMS.* **Material:** learning strategies **Reader:** *Mustaji. 2009. Learning Design. Surabaya: University Press.* **Material:** learning strategies **References:** *Eggen, Paul and Don Kauchak. 2012. Learning Strategies and Models. Edition 6. Translator: SatrioWahono. Jakarta: PT Index.*	5%
6	Able to design learning by applying a scientific approach	1.Explains the concept of learning with a scientific approach 2.Arranging learning steps with a scientific approach	**Criteria:** 1.1. Able to explain learning concepts using a scientific approach according to the answer key 2.2. Able to organize learning steps using a scientific approach according to the answer key **Form of Assessment** : Test	Assignments, Presentations, discussions and questions and answers 2 X 50		**Material:** learning approaches **References:** *Arends, RI 1997. Class Room Instructional and Management. New York: Mc. Graw-Hill.* **Material:** Learning approaches **Literature:** *Nur, Mohamad and I Ketut Budayasa. 1998. Social Learning Theory and Behavioral Learning Theory. IKIP Surabaya.* **Material:** steps to organize learning **Reader:** *Mustaji. 2009. Learning Design. Surabaya: University Press.*	5%
7	Able to understand the concept of direct learning model (MPL)	1.a. Identify the meaning of the direct learning model (MPL). 2.b. Examining the theoretical basis of MPL. 3.c. Examining MPL learning syntax 4.d. Identify the advantages and disadvantages of MPL 5.e. Presents examples of MPL implementation.	**Criteria:** 1.a. Able to identify the meaning of the direct learning model (MPL) according to the answer key. 2.b. Able to examine the theoretical basis of MPL according to the answer key. 3.c. Able to study MPL learning syntax according to the answer key. 4.d. Able to identify the advantages and disadvantages of MPL according to the answer key. 5.e. Presents examples of MPL implementation. **Form of Assessment** : Test	Presentation, discussion, questions and answers, assignments and exercises 2 X 50		**Material:** direct learning model **Reference:** *Arends, RI 1997. Class Room Instructional and Management. New York: Mc. Graw-Hill.* **Material:** direct learning model **References:** *Eggen, Paul and Don Kauchak. 2012. Learning Strategies and Models. Edition 6. Translator: SatrioWahono. Jakarta: PT Index.*	5%

			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** : Participatory Activities				
8	UTS	Able to understand the concept of direct learning model (MPL)		2 X 50		**Material:** direct learning model (MPL) **References:** *Clark, Ruth Colvin & Richard E. Mayer. (2011). E-learning and the Science of Instruction. Third Edition. San Francisco: Pfeiffer.*	5%
9	Understand the concept of cooperative learning models (MPK) Student Teams Achievement Division (STAD) and Jigsaw types.	1.a. Identify the meaning of the Cooperative learning model (MPK). . 2.b. Examining the theoretical basis of MPK. 3.c. Examining the MPK learning syntax 4.d. Identify the advantages and disadvantages of MPL 5.e. Examining the various types of MPK 6.f. Presents examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types.	**Criteria:** 1.a. Able to identify the meaning of the Cooperative Learning Model (MPK) according to the answer key 2.b. Able to examine the theoretical basis of MPK according to the answer key 3.c. Able to study MPK learning syntax according to the answer key 4.d. Able to identify the advantages and disadvantages of MPL according to the answer key 5.e. Able to examine various types of MPK according to the answer key 6.f. Able to present examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types according to the answer key **Form of Assessment** : Participatory Activities, Tests	Presentation, discussion, questions and answers, assignments and exercises 2 X 50		**Material:** cooperative learning model **References:** *Nur, Mohamad. 2011. Cooperative Learning Model. Unesa: PSMS.*	5%
10	Able to understand the concept of the Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning model.	1.a. Examining the meaning of TPS/NHT/TGT types. 2.b. Examining the TPS/NHT/TGT learning syntax. 3.c. Identify the advantages and disadvantages of TPS/NHT/TGT 4.d. Presents examples of the application of STAD and Jigsaw MPK types.	**Criteria:** 1.a. Able to study the meaning of TPS/NHT/TGT types 2.b. Able to study the TPS/NHT/TGT learning syntax. 3.c. Able to identify the advantages and disadvantages of TPS/NHT/TGT. 4.d. Able to present examples of the application of STAD and Jigsaw MPK types. **Form of Assessment** : Participatory Activities	Assignment Discussion Presentation 2 X 50		**Material:** Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning model. **Reference:** *Nur, Mohamad. 2011. Cooperative Learning Model. Unesa: PSMS.*	5%

11	Understand the concept of the problem-based learning model (MPBM).	1.a. Identifying the meaning of the problem-based learning model (MPBM) 2.b. Examining the theoretical basis of MPBM. c 3.c. Examining the MPBM learning syntax. 4.d. Identify the advantages and disadvantages of MPBM 5.e. Presents examples of MPBM implementation.	**Criteria:** 1.a. Able to identify the meaning of the problem-based learning model (MPBM) according to the answer key 2.b. Able to examine the theoretical basis of MPBM according to the answer key 3.c. Able to study MPBM learning syntax according to the answer key 4.d. Able to identify the advantages and disadvantages of MPBM according to the answer key 5.e. Able to present examples of MPBM implementation according to the answer key **Form of Assessment** : Participatory Activities	Presentation, discussion, questions and answers, assignments and exercises 2 X 50		**Material:** PBL **Reader:** *Nur, Mohamad. 2011. Problem Based Learning Model. Unesa: PSMS.* **Material:** PBL **Reader:** *Eggen, Paul and Don Kauchak. 2012. Learning Strategies and Models. Edition 6. Translator: SatrioWahono. Jakarta: PT Index.*	5%
12	Understand the concept of the project-based learning model (MPBPr).	1.a. Identifying the meaning of the project-based learning model (MPBPr) 2.. b. Examining the theoretical basis of MPBPr. 3.c. Examining the MPBPr learning syntax. 4.d. Identify the advantages and disadvantages of MPBPr	**Criteria:** 1.a. Able to identify the meaning of the project-based learning model (MPBPr) according to the answer key 2.b. Able to examine the theoretical basis of MPBPr according to the answer key 3.c. Able to study the MPBPr learning syntax according to the answer key 4.d. Able to identify the advantages and disadvantages of MPBPr according to the answer key 5.e. Presents examples of MPBPr implementation. **Form of Assessment** : Participatory Activities	Presentation, discussion, questions and answers, assignments and exercises 2 X 50		**Material:** project based learning **Reference:** *Arends, RI 1997. Class Room Instructional and Management. New York: Mc. Graw-Hill.* **Material:** Project based learning **Reader:** *Nur, Mohamad and Prima Retno Wikandari. 2004. Student-Centered Teaching and Constructivist Approaches to Teaching. Surabaya: PSMS Unesa.*	5%
13	Able to understand the concept of electronic learning (e-learning).	1.Identify the meaning of e-learning 2.Detailing the characteristics of e-learning. 3.Identify the advantages and disadvantages of e-learning. 4.Presents examples of e-learning.	**Criteria:** 1.a. Able to identify the meaning of e-learning according to the answer key 2.b. Able to detail the characteristics of e-learning according to the answer key 3.c. Able to identify the advantages and disadvantages of e-learning according to the answer key 4.d. Able to present examples of e-learning according to the answer key **Form of Assessment** : Participatory Activities, Tests	Consultation discussions and presentations 2 X 50		**Material:** E-Learning **Bibliography:** *Clark, Ruth Colvin & Richard E. Mayer. (2011). E-learning and the Science of Instruction. Third Edition. San Francisco: Pfeiffer.*	5%

14	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	1. Develop scenarios/learning steps. 2. Displays learning scenarios	**Criteria:** Able to create appropriate learning scenarios/steps for entrepreneurship material according to the answer key Able to present learning scenarios in front of the class according to the answer key **Form of Assessment** : Participatory Activities	Consultation discussions and presentations 2 X 50		**Material:** model of strategy methods and approaches in learning in the field of TP. **References:** *Hill, J. & Jordan, L. (2021). Instructional Strategies. In JK McDonald & RE West (Eds.), Design for Learning: Principles, Processes, and Praxis. EdTech Books. https://edtechbooks.org/...*	20%
15	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	1. Develop learning scenarios/steps. 2. Display learning scenarios	**Criteria:** 1.1. Able to prepare appropriate learning scenarios/steps on food sanitation and hygiene material according to the answer key 2.2. Able to present learning scenarios in front of the class according to the answer key **Form of Assessment** : Participatory Activities	Consultation discussions and presentations 2 X 50		**Material:** learning design **Reader:** *Mustaji. 2009. Learning Design. Surabaya: University Press.* **Material:** learning strategies **References:** *Hill, J. & Jordan, L. (2021). Instructional Strategies. In JK McDonald & RE West (Eds.), Design for Learning: Principles, Processes, and Praxis. EdTech Books. https://edtechbooks.org/...* **Material:** learning models and strategies **References:** *Eggen, Paul and Don Kauchak. 2012. Learning Strategies and Models. Edition 6. Translator: SatrioWahono. Jakarta: PT Index.* **Material:** constructivist learning mode **Readers:** *Nur, Mohamad and Prima Retno Wikandari. 2004. Student-Centered Teaching and Constructivist Approaches to Teaching. Surabaya: PSMS Unesa.*	10%
16	UAS	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	**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** : Participatory Activities	Case Study 2 X 50	- -	**Material:** model of strategy methods and approaches in learning in the field of TP. **Bibliography:** *Clark, Ruth Colvin & Richard E. Mayer. (2011). E-learning and the Science of Instruction. Third Edition. San Francisco: Pfeiffer.*	5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Test	37.5%
		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** 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.