



Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Learning strategies	8620203298		T=3 P=0 ECTS=4.77	1	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																												
	Dr. H. Pamuji, M.Kes.																																												
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> </table>					P.O																																									
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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="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
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 :																																															
	<ol style="list-style-type: none"> 1. Arends, R. I. 1997. Class Room Instructional and Management . New York: Mc. Graw-Hill. 2. Eggen, Paul dan Don Kauchak. 2012. Strategi dan Model Pembelajaran. Edisi 6. Penerjemah: SatrioWahono. Jakarta: PT Indeks. 3. Mustaji. 2009. Desain Pembelajaran. Surabaya: University Press. 4. Nur, Mohamad dan I Ketut Budayasa. 1998. Teori Pembelajaran Sosial dan Teori Pembelajaran Perilaku. IKIP Surabaya. 5. Nur, Mohamad dan Prima Retno Wikandari. 2004. Pengajaran Berpusat pada Siswa dan Pendekatan Konstruktivis dalam Pengajaran. Surabaya: PSMS Unesa. 6. Nur, Mohamad. 2011. Strategi-Strategi Belajar. Unesa: PSMS. 7. Nur, Mohamad. 2011. Model Pembelajaran Langsung. Surabaya: PSMS Unesa. 8. Nur, Mohamad. 2011. Model Pembelajaran Kooperatif. Unesa: PSMS. 9. Nur, Mohamad. 2011. Model pembelajaran Berbasis Masalah. Unesa: PSMS. 10. Nurlaela, Luthfiah dan Euis Ismayati. 2015. Strategi Belajar Berpikir Kreatif. Yogyakarta: Penerbit Ombak. 11. Zaini, Hisyam, Bermawy Munthe, Sekar Ayu Aryani. 2007. Strategi Pembelajaran Aktif. Yogyakarta: CTSD. 																																															
	Supporters:																																															
Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd. Ima Kurrotun Ainin, 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	<ol style="list-style-type: none"> 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: Able to answer the concept of learning strategies (different models of approach strategy methods) comprehensively according to the answer key	Discussion presentation and question and answer 3 X 50			0%
2	Able to detail innovative learning concepts	<ol style="list-style-type: none"> 1. Examining the meaning of innovative learning 2. Detailing the characteristics of innovative learning. 3. Identify examples of innovative learning 	Criteria: Able to examine the meaning of innovative learning according to the answer key Able to detail the characteristics of innovative learning with the answer key Able to identify examples of innovative learning with the answer key	Discussion presentation and question and answer 3 X 50			0%
3	Able to examine the concepts of behaviorism and constructivism approaches.	<ol style="list-style-type: none"> a. Examining the concept of the behaviorist approach b. Examining the concept of the constructivist approach.. c. Details the characteristics of the behaviorist and constructivist approaches. d. Examining the differences between behaviorism and constructivism approaches. e. Explore examples of the application of behaviorism and constructivism approaches. 	Criteria: <ol style="list-style-type: none"> 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 	Discussion presentation and question and answer 3 X 50			0%
4	Able to understand concepts and types of learning methods	<ol style="list-style-type: none"> a. Clarify the meaning of learning methods b. Identify types of learning methods. c. Examining the types of learning methods. 	Criteria: <ol style="list-style-type: none"> 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 	Discussion presentation and question and answer assignment 3 X 50			0%

5	Able to understand the concept and types of learning strategies (learning strategies)	a. Explains repetition strategies along with examples of implementation. b. Distinguish between underlining strategies and marginal notes strategies along with examples of implementation. c. Mention and explain organizational PQ4R analogy elaboration strategies. Outlining mapping mnemonics and examples of application. 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	Presentation, discussion, questions and answers, assignments and 3 X 50 exercises			0%
6	Able to design learning by applying a scientific approach	1. Explain the concept of learning with a scientific approach 2. Develop 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	Presentation, discussion, questions and answers, assignments and 3 X 50 exercises			0%
7	Able to understand the concept of direct learning model (MPL)	a. Identify the meaning of the direct learning model (MPL). b. Examining the theoretical basis of MPL. c. Examining the MPL learning syntax d. Identify the advantages and disadvantages of MPL 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.	Presentation, discussion, questions and answers, assignments and 3 X 50 exercises			0%
8	UTS	UTS		2 X 50			0%

9	Understand the concept of cooperative learning models (MPK) Student Teams Achievement Division (STAD) and Jigsaw types.	a. Identify the meaning of the Cooperative learning model (MPK). b. Examining the theoretical basis of MPK. c. Examining the MPK learning syntax. d. Identify the advantages and disadvantages of MPL e. Examining various types of MPK 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	Presentation, discussion, questions and answers, assignments and exercises 2 X 50			0%
10	Able to understand the concept of the Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning model.	a. Examining the meaning of TPS/NHT/TGT types b. Examining the TPS/NHT/TGT learning syntax. c. Identify the advantages and disadvantages of TPS/NHT/TGT. 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.	3 X 50 Assignment Discussion Presentation			0%
11	Understand the concept of the problem-based learning model (MPBM).	a. Identify the meaning of the problem-based learning model (MPBM). b. Examining the theoretical basis of MPBM. c. Examining the MPBM learning syntax. d. Identify the advantages and disadvantages of MPBM 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	Presentation, discussion, questions and answers, assignments and 3 X 50 exercises			0%

12	Understand the concept of the project-based learning model (MPBPr).	a. Identify the meaning of the project-based learning model (MPBPr). b. Examining the theoretical basis of MPBPr. c. Examining the MPBPr learning syntax. d. Identify the advantages and disadvantages of MPBPr e. Presents examples of MPBPr implementation.	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.	Presentation, discussion, questions and answers, assignments and 3 X 50 exercises			0%
13	Able to understand the concept of electronic learning (e-learning).	a. Identify the meaning of e-learning b. Detailing the characteristics of e-learning. c. Identify the advantages and disadvantages of e-learning. d. 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	Consultation discussions and presentations 3 X 50			0%
14	Able to design learning by applying strategic method models and approaches in learning in the field of culinary arts.	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	Consultation discussions and presentations 3 X 50			0%
15	Able to design learning by applying strategic method models and approaches in learning in the field of culinary arts.	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	Consultation discussions and presentations 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.