

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>Bachelor of Fine Arts Education Study Program</b>					<b>Document Code</b>																	
<b>SEMESTER LEARNING PLAN</b>																								
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																
Innovative Learning		8821003120		T=3	P=0	ECTS=4.77	4	July 18, 2024																
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																	
		.....		.....			Fera Ratyaningrum, S.Pd., M.Pd.																	
<b>Learning model</b>	Project Based Learning																							
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																							
	Program Objectives (PO)																							
	PLO-PO Matrix																							
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>							P.O															
P.O																								
<b>Short Course Description</b>	In this lecture, the essence, philosophy, approaches, learning strategies oriented towards Student Centered Learning, and being able to design for arts and culture learning are discussed.																							
<b>References</b>	<b>Main :</b>																							
	1. Agus Suprijono. 2009. Cooperative Learning Teori dan Aplikasi PAIKEM. Yogyakarta: Pustaka Pelajar. 2. Dimiyati dan Mudjiono. 2006. Belajar dan Pembelajaran. Jakarta: Penerbit Rineka Cipta. 3. Nana Sudjana. 1987. Dasar-Dasar Belajar Mengajar. Bandung: Sinar Baru. 4. Sardiman. 2007. Interaksi dan Motivasi Belajar Mengajar. Jakarta: PT. RajaGrafindo Persada.																							
	<b>Supporters:</b>																							
<b>Supporting lecturer</b>	MUHAJIR																							
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 understand the scope of lecture substance	null	<b>Criteria:</b> Understanding of the scope of lecture substance	lecture, discussion 3 X 50			0%																	

2	Able to understand and explain the meaning, essence, philosophy, juridical basis of learning strategies		<b>Criteria:</b> Understanding the nature of learning strategies	lectures, discussions, assignments 3 x 50			0%
3	Able to understand and explain the meaning, essence, philosophy, juridical basis of learning strategies		<b>Criteria:</b> Understanding the nature of learning strategies	lectures, discussions, assignments 3 x 50			0%
4	Models, approaches, strategies, methods, tactics and learning techniques		<b>Criteria:</b> Ability to explain models, approaches, strategies, methods, tactics and learning techniques	lectures, discussions, assignments			0%
5	Student Centered Learning oriented learning models		<b>Criteria:</b> Ability to explain student-centered learning oriented learning models	lectures, discussions on papers			0%
6	Principles in selecting learning models		<b>Criteria:</b> Ability to explain the principles in selecting learning models	lectures, discussions on papers			0%
7	PAKEM learning strategies and their implications in learning Arts and Culture		<b>Criteria:</b> Ability to explain PAKEM learning strategies and their implications in learning Arts and Culture	lectures, discussions on papers			0%
8	Midterm exam		<b>Criteria:</b> Midterm exam	Midterm exam			0%
9	Developing PAKEM learning strategies in Arts and Culture learning		<b>Criteria:</b> Report on the results of developing PAKEM learning strategies in Arts and Culture learning	lectures, discussion papers, presentations *)			0%
10	Developing PAKEM learning strategies in Arts and Culture learning		<b>Criteria:</b> Report on the results of developing PAKEM learning strategies in Arts and Culture learning	lectures, discussion papers, presentations *)			0%
11	Blended Learning learning model		<b>Criteria:</b> Ability to explain the Blended Learning learning model				0%
12	Scientific Learning learning models in the 2013 curriculum		<b>Criteria:</b> Ability to explain Scientific Learning learning models in the 2013 curriculum	lectures, discussion papers, presentations *)			0%
13	Developing a learning model with a Scientific Learning approach in learning Arts and Culture		<b>Criteria:</b> Report on the results of developing a learning model using a Scientific Learning approach in learning Arts and Culture				0%

14	Developing a learning model with a Scientific Learning approach in learning Arts and Culture		<b>Criteria:</b> Report on the results of developing a learning model using a Scientific Learning approach in learning Arts and Culture			0%
15	Overview and summary of lectures		<b>Criteria:</b> Full understanding of lecture material	lecture, discussion		0%
16	Final exams		<b>Criteria:</b> Final exams	Final exams		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.