



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Geography Education Undergraduate Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Innovative Learning I (Internship 1)	8720203114		T=3	P=0	ECTS=4.77	2	July 18, 2024																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
		.....	.....			Dr. Nugroho Hari Purnomo, S.P., M.Si.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	Study of learning models with direction (direct instruction), concept attainment model, meaningful learning, and discussion (discussion model of learning), SET-oriented learning, and learning strategies (learning strategies). The assessment is carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum. followed by discussion and reflection activities																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. (1) Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</li> <li>2. (2) Ibrahim, Muslimin. (2012). Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press</li> <li>3. (3) Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah.</li> <li>4. (4) Nur, Mohamad, Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	SULISTINAH																																						
	Drs. Bambang Hariyanto, M.Pd. Dr. Sri Murtini, M.Si. Dr. Aida Kurniawati, S.Pd., M.Si. Dr. Sukma Perdana Prasetya, S.Pd., M.T.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	<p>Understanding CAM          characteristics          Explaining the meaning of the concept</p>	<p>Explain the characteristics of CAM          Explain the theories that support CAM          Explain the meaning of concepts and elements</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2)</li> <li>4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3)</li> <li>5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3)</li> <li>6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10</li> </ol>	<p>Presentation, discussion          Presentation, discussion          Presentation, discussion          3 X 50</p>		0%
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2	Explain the characteristics of CAM learning tools. Explain the steps for learning using CAM	Explain the characteristics of CAM devices. Explain the steps for learning the discussion model	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	Presentation, Discussion and reflection Modeling, observation and reflection 3 X 50			0%
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3	Develop CAM learning tools for relevant topics		<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2)</li> <li>4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3)</li> <li>5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3)</li> <li>6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10</li> </ol>	How to develop a 3 X 50 CAM learning tool			0%
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4	Explain the characteristics of MVL Explain the theory that supports MVL		<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	Presentation and discussion Presentation and discussion 3 X 50		0%
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5	Explain the characteristics of MVL learning tools. Explain the learning steps using MVL	Explain the steps for learning the discussion model	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	Presentation, discussion, reflection Modeling and observation and reflection 3 X 50			0%
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6	Develop MVL learning tools for relevant topics	Able to make decisions characterized by Skilled in developing tools using various relevant learning resources	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	workshops, example MVL devices, stationery, laptops High School curriculum content standards, 2013 Curriculum Implementation Guide 3 X 50			0%
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7	Explain the characteristics of DI. Explain the theories that support DI	can explain the characteristics of DI and explain the theory that supports it	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	presentation, discussion, lecture 3 X 50			0%
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8	Explain the characteristics of DI learning tools. Explain the learning steps using DI	Explain the steps for learning the discussion model	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	Modeling and observation and reflection 3 X 50			0%
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9	Develop DI learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	workshops 3 X 50			0%
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10	Explain the characteristics of Discussion Learning. Explain the theories that support Discussion Learning	students can explain the characteristics of discussion learning. Students explain the theories that support discussion learning	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	presentation, discussion 3 X 50			0%
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11	Develop discussion learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	workshops 3 X 50			0%
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12	Develop discussion learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	workshops 3 X 50			0%
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13	Explain the meaning of LS and SET Explain examples of LS and SET	Students can explain the meaning of LS and SET with examples	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	discussion, presentation, reflection 3 X 50			0%
14	Explain the characteristics of LS and SET learning tools. Explain the steps for LS and SET learning	Explain the steps for learning the discussion model		Modeling and observation and reflection 3 X 50			0%

15	Developing LS and SET learning tools	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. Comprehensive test, carried out twice, assessing all relevant indicators through a written test, averaged and weighted (2) 4.3. Assessment of RPP products and learning tools other than those displayed in peer teaching, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x Performance Scores during peer teaching plus 2x grades for RPP averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10	workshops 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

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.

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.