



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Innovative Learning	8720202191		T=2 P=1 ECTS=4.77	2	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Nugroho Hari Purnomo, S.P., M.Si.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	Study of learning models with direction (direct instruction), acquisition of concepts (concept attainment model), meaningful learning (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: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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References	Main :																																				
	1. Referensi: (1) Arends, Richard I. (2012). <i>Learning To Teach sixth Edition</i> . New York: McGraw-Hill Book Company. (2) Ibrahim, Muslimin. (2012). <i>Konsep, Miskonsepsi, dan Cara Pembelajarannya</i> . Surabaya: University Press (3) Nur, Mohamad. (2000). <i>Strategi-strategi Belajar</i> . Surabaya: Pusat Sains dan Matematika Sekolah. (4) Nur, Mohamad, Kardi Soeparman. (2000). <i>Pembelajaran Langsung</i> . Surabaya: Pusat Sains dan Matematika Sekolah.																																				
	Supporters:																																				
Supporting lecturer	SULISTINAH Drs. Bambang Hariyanto, M.Pd. Dr. Sri Murtini, M.Si.																																				
	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]																																		

Week-	stage (Sub-PO)					Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the characteristics of CAM explains the meaning of the concept	Explain the characteristics of CAM Explain the theories that support CAM Explain the meaning of concepts and elements		presentation, discussion 3 X 50			0%
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		Presentation, Discussion and reflection Modeling, observation and reflection 3 X 50			0%
3	Develop CAM learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources		workshops 3 X 50			0%
4	Explain the characteristics of MVL Explain the theory that supports MVL	Able to explain ML and the theories that support it		presentation and discussion 3 X 50			0%
5	Explain the characteristics of MVL learning tools. Explain the learning steps using MVL	Explain the steps for learning the discussion model		Modeling and observation and reflection 3 X 50			0%
6	Develop MVL learning tools for relevant topics	Able to make decisions characterized by Skilled in developing tools using various relevant learning resources		workshops 3 X 50			0%
7	Explain the characteristics of DI. Explain the theories that support DI	can explain the characteristics of DI can explain the theory that supports it		presentation and discussion 3 X 50			0%
8	able to solve all UTS questions	got an A		3 X 50			0%
9	Explain the characteristics of DI learning tools. Explain the learning steps using DI	Explain the steps for learning the discussion model		Modeling and observation and reflection 3 X 50			0%
10							0%
11							0%
12							0%
13							0%

14							0%
15							0%
16							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.