		Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **German Language Education Undergraduate Study Program**	

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Innovative Learning		8820703091				T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dwi Imroatu Julaikah, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	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.

References	Main :

1. Arends, Richard I. (2014). Learning To Teach Ninth Edition. New York: McGraw-Hill Book Company
2. Arends, Richard I. (2014). Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach . New York: McGraw-Hill Book Company
3. Ibrahim, Muslimin. (2012). Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press
4. Ibrahim, Muslimin, Rachmadiarti, Fida, Ismono. (2005). Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah .
5. Kemendikbud (2013). Peraturan Pemerintah No.32 Tahun 2013 tentang perubahan atas PP No. 19 tahun 2005 tentang Standar Nasional pendidikan (Lembar Negara RI Tahun 2013 No.71, Tambahan Lembar Negara). Jakarta.Kemendikbud (2013). Permendikbud No.69 Tahun 2013 tentang Implementasi Kurikulum. JakartaUU No 20 tahun 2003 tentang Sisten Pendidikan Nasional (lembar Negara RI tahun 2003 No. 78, Tambahan lembar Negara RI No. 4301). JakartaKemendikbud (2013). Permendikbud No.69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah. Jakarta
6. Nur, Mohamad. (2000). Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah.
7. Nur, Mohamad, Kardi Soeparman. (2000). Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah

Supporters:

Supporting lecturer	Drs. Suwarno Imam Samsul, 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)

#	Learning Objective	Indicators	Criteria	Method			%
1	Understand the characteristics of cooperative learning	1. Explain the characteristics of cooperative learning 2. Explain the theories that support cooperative learning	**Criteria:** The test paper concerns types of knowledge, characteristics, syntax, and empirical and theoretical foundations of the cooperative model with weighting in accordance with the guidelines applicable at Unesa	Presentation and discussion 3 X 50			0%
2	Explain the characteristics of cooperative learning tools. Explain the learning steps using cooperative learning. Develop cooperative learning tools for relevant topics	1. Explain the characteristics of cooperative devices 2. Explain the steps of cooperative learning model 3. Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	**Criteria:** Performance tests regarding performance when practicing managing learning, Observations to see cooperation in groups during discussions, reflections and workshops, Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa.	Presentation, Discussion, Modeling, workshop, observation and reflection 4 X 50			0%
3	Develop cooperative learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	**Criteria:** Performance tests regarding performance when practicing managing learning, Observations to see cooperation in groups during discussions, reflections and workshops, Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa	Workshop 3 X 50			0%
4	Explain the characteristics of Problem based learning (PBL) and Contextual Learning (CTL) Explain the theories that support Problem based learning (PBL) and Contextual Learning (CTL) Explain the characteristics of Problem based learning (PBL) and Contextual Learning (CTL) tools Explain the learning steps using Problem based learning (PBL) and Contextual Learning (CTL)	1. Explain the characteristics of PBL & CTL 2. Explain the learning theory underlying PBL & CTL 3. Differentiate PBL & CTL devices from other devices 4. Explain the steps in learning the PBL and CTL models	**Criteria:** Performance tests regarding performance when practicing managing learning, Observations to see cooperation in groups during discussions, reflections and workshops, Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa	Modeling and observation and reflection 3 X 50			0%
5	Develop Problem based learning (PBL) and Contextual Learning (CTL) learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	**Criteria:** Activity observation value with weight (2) and assignment with weight (3)	Workshop and simulation 3 X 50			0%
6	Develop Problem based learning (PBL) and Contextual Learning (CTL) learning tools for relevant topics	Being able to make decisions is characterized by skillfully developing PBI and CTL learning tools using various relevant learning resources	**Criteria:** Activity observation value with weight (2) and assignment with weight (3)	Workshop and simulation 3 X 50			0%
7	Explain the characteristics of discovery-inquiry. Explain the theory that supports discovery-inquiry	1. Explain the purpose of applying inquiry and discovery in learning 2. Mention examples of learning objectives that can be achieved with inquiry 3. Explain the basic theory of inquiry-discovery oriented learning	**Criteria:** product assessment in the form of tools that refer to inquiry-discovery with weights (3)	Presentation and discussion 3 X 50			0%

No							
8	Explain the characteristics of inquiry-discovery learning tools Explain the steps for learning using inquiry-discovery Develop inquiry-discovery learning tools for relevant topics	1. Explain the characteristics of inquiry-discovery learning tools 2. Explain the steps for learning the inquiry-discovery model 3. Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	**Criteria:** Performance tests regarding performance when practicing managing learning, Observations to see cooperation in groups during discussions, reflections and workshops, Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa	Workshop and simulation 3 X 50			0%
9	Explain the characteristics of inquiry-discovery learning tools Explain the steps for learning using inquiry-discovery Develop inquiry-discovery learning tools for relevant topics	1. Explain the characteristics of inquiry-discovery learning tools 2. Explain the steps for learning the inquiry-discovery model 3. Being able to make decisions is characterized by skillfully developing tools using various relevant learning sources	**Criteria:** Performance tests regarding performance when practicing managing learning, Observations to see cooperation in groups during discussions, reflections and workshops, Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa	Workshop and simulation 3 X 50			0%
10	Final Ability encounters 1 to 9	Meeting indicators 1 to 9	**Criteria:** observation value of teaching skills and portfolio assignments with weight (3)	Midterm Exam (UTS) 3 X 50			0%
11	Carrying out learning using a certain learning model (Cooperative or PBL or inquiry, or CTL or project)	Skilled in implementing certain learning models responsibly following the model's syntax	**Criteria:** activity observation value with weight (2) and assignment with weight (3)	Peer teaching in parallel groups 3 X 50			0%
12	Carrying out learning using a specific learning model (Cooperative or PBL or inquiry-discovery, or CTL or project)	Skilled in implementing certain learning models responsibly following the model's syntax	**Criteria:** activity observation value with weight (2) and assignment with weight (3)	Peer teaching in parallel groups 3 X 50			0%
13	Carrying out learning using a specific learning model (Cooperative or PBL or inquiry-discovery, or CTL or project)	Skilled in implementing certain learning models responsibly following the model's syntax	**Criteria:** observation value of teaching skills using the PBL model with weights (3)	Peer teaching in parallel groups 3 X 50			0%
14	Carrying out learning using a specific learning model (Cooperative or PBL or inquiry-discovery, or CTL or project)	Skilled in implementing certain learning models responsibly following the model's syntax	**Criteria:** value of learning device products and observations of teaching skills with weights (	Peer teaching in parallel groups 3 X 50			0%
15	Carrying out learning using a specific learning model (Cooperative or PBL or inquiry-discovery, or CTL or project)	Skilled in implementing certain learning models responsibly following the model's syntax	**Criteria:** Participation during simulations and attendance at lectures and workshops with weights in accordance with the guidelines applicable at Unesa	Peer teaching in parallel groups 3 X 50			0%
16	complete UAS	indicators 1, 2,3,4,5,6,7,9,10,11,12,13,14,15	**Criteria:** Teaching skills assessment (UAS) with weights (3)	Simulation/ peer teaching 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.