SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning II	8720103067		**T=3**	**P=0**	**ECTS=4.77**	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Wisnu, M.Hum.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**

PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology

Program Objectives (PO)

PO - 1	Analyze the scope of innovative learning
PO - 2	Develop innovative learning models
PO - 3	Developing innovative learning media
PO - 4	Developing innovative learning teaching materials
PO - 5	Developing TPACK-based learning

PLO-PO Matrix

P.O	PLO-8
PO-1	
PO-2	
PO-3	
PO-4	
PO-5	

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
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description	Innovative learning courses provide learning experiences for students to develop learning innovation abilities including planning, implementation and learning assessment. The study material for this course emphasizes the development of technology-based and conventional learning innovations with effective and efficient principles.

References	**Main :**

1. Nurasiah dan Harjoni. 2021. Inovasi Pembelajaran Analisis Teori dan Praktik Mendisain Pembelajaran. Yogjakarta :Kepel Press
2. Sauqy Ahmad. 2019. Inovasi Belajar dan Pembelajaran Teori dan Aplikatif. Surabaya: UM
3. Widiasworo.2017. Inovasi pembelajaran : berbasis life skill & entrepreneurship. Yogjakarta : Ar-Ruzz
4. Nurdiansyah. 2016. Inovasi Model Pembelajaran. Sidoarjo: Nizmia Learning Centre
5. Tukiran. 2011. Model-Model Pembelajaran Inovatif. Bandung Alfabeta

	Supporters:						
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A.						

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	1.Analyzing the concept of innovative learning 2.Analyze the objectives of developing innovative learning	1.Able to analyze the scope of innovative learning 2.Able to analyze the goals of developing innovative learning	**Criteria:** Participation **Form of Assessment** : Participatory Activities	Lecture, discussion, response 3 x 50	Lecture, discussion, response 3x5o	**Material:** Innovative learning concepts **Reader:** *Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogjakarta: Kepel Press*	5%
2	1.Analyzing the concept of innovative learning 2.Analyze the objectives of developing innovative learning	1.Able to analyze the scope of innovative learning 2.Able to analyze the goals of developing innovative learning	**Criteria:** Participation **Form of Assessment** : Participatory Activities	Lecture, discussion, response 3 x 50	Lecture, discussion, response 3x5o	**Material:** Innovative learning concepts **Reader:** *Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogjakarta: Kepel Press*	5%
3	Make plans for the development of innovative learning models based on cheap, effective and efficient principles	Able to plan the development of a cheap, effective and efficient principle-based learning model	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** Development of learning models **Reader:** *Sauqy Ahmad. 2019. Learning Innovation and Theoretical and Applicable Learning. Surabaya: UM*	5%
4	Make plans for the development of innovative learning models based on information technology	Able to plan the development of information technology-based learning models	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** Development of learning models **Reader:** *Sauqy Ahmad. 2019. Learning Innovation and Theoretical and Applicable Learning. Surabaya: UM*	5%
5	Make plans for the development of innovative learning media based on cheap, effective and efficient principles	Able to plan the development of learning media based on cheap, effective and efficient principles	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** Learning media **Library:** *Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogjakarta : Ar-Ruzz*	5%
6	Make plans for the development of innovative learning media based on information technology	Able to plan the development of information technology-based learning media	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** Learning media **Library:** *Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogjakarta : Ar-Ruzz*	5%

7	Make plans for developing student books based on innovative learning	Able to plan the development of student books based on innovative learning	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** Student book **Library:** *Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogjakarta : Ar-Ruzz*	5%
8	Make plans for developing LKPD based on innovative learning	Able to plan the development of innovative learning-based LKPD	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** LKPD **Library:** *Tukiran. 2011. Innovative Learning Models. Bandung Alphabeta*	5%
9	Produce innovative learning case study reports based on the use of learning applications	Able to create innovative learning case study reports based on the use of learning applications	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** IT-based learning **Reader:** *Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogjakarta: Kepel Press*	5%
10	Produce innovative web-based learning case study reports	Able to create innovative web-based learning case study reports	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3 x 50	**Material:** IT-based learning **Reader:** *Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogjakarta: Kepel Press*	5%
11	Produce innovative learning-based learning models		**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3x50		5%
12	Produce innovative learning models	Produce innovative learning model products	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3x50		5%
13	Produce innovative learning media	Produce innovative learning media products	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3x50		5%
14	Produce innovative learning teaching materials	Producing innovative learning teaching material products	**Criteria:** Product **Form of Assessment** : Project Results Assessment / Product Assessment	Project 3x50	Project 3x50		5%

| 15 | 1. Producing bibliographic annotations of innovative learning research
2. Produce documentation reviews of innovative learning journal articles
3. Produce guidelines for using information technology-based learning applications | 1. Producing bibliographic annotations of innovative learning research
2. Produce documentation reviews of innovative learning journal articles
3. Produce guidelines for using information technology-based learning applications | **Criteria:**
Product

Form of Assessment : Project Results Assessment / Product Assessment | Project 3x50 | Project 3x50 | | 20% |
| 16 | Presenting the development of innovative learning products | | **Criteria:**
Demonstrate performance

Form of Assessment : Practice / Performance | Performance 3x50 | Performance 3x50 | | 10% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	80%
3.	Practice / Performance	10%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.