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|  | | Universitas Negeri Surabaya Faculty of Social and Political Sciences, Bachelor of History Education Study Program | | | | | Document Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEMESTER LEARNING PLAN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Courses | | CODE | Course Family | | Credit Weight | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Innovative Learning I | | 8720103066 | | | T=3 | P=0 | ECTS=4.77 | 4 July 18, 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="15" 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 | 16 |
| 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), 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 as well as cognitive internships at Senior High Schools. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Agus Suprijono, 2003. Cooperative Learning. Yogyakarta 2. Richard I. Arend, 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. 3. Muslimin Ibrahim. 2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press 4. Mohamad Nur. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah 5. Mohamad Nur dan Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Corry Liana, S.Pd., 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|----|---|--|--|---|--|--|-----|
| 1 | Mastering the nature of innovative learning | Explain the nature of innovative learning | Criteria: individual Form of Assessment : Participatory Activities | Lectures, questions and answers, discussions, assignments 3 X 50 | | | 5% |
| 2 | Mastering innovative learning in direct instruction | Designing innovative direct instruction learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 5% |
| 3 | Mastering history learning based on concept discovery | Designing innovative concept discovery learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |
| 4 | Mastering the role of learning strategies | Designing meaningful learning | Criteria: individual Form of Assessment : Participatory Activities | Lectures, questions and answers, discussions, assignments 3 X 50 | | | 6% |
| 5 | Mastering the role of learning strategies | Designing meaningful learning | Criteria: individual Form of Assessment : Participatory Activities | Lectures, questions and answers, discussions, assignments 3 X 50 | | | 6% |
| 6 | Mastering the role of expository skills | Designing expository learning | Criteria: individual | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 5% |
| 7 | Mastering the role of expository skills | Designing expository learning | Criteria: individual | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 5% |
| 8 | UTS | | Criteria: individual Form of Assessment : Project Results Assessment / Product Assessment, Test | 3 X 50 test | | | 20% |
| 9 | Mastering direct learning practices | Practicing innovative direct instruction learning in the classroom | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |
| 10 | Mastering direct learning practices | Practicing innovative direct instruction learning in the classroom | Criteria: individual | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |
| 11 | Mastering concept discovery learning practices | Practicing innovative concept discovery learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |

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| 12 | Mastering concept discovery learning practices | Practicing innovative concept discovery learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |
| 13 | Master meaningful learning practices | Practicing meaningful learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 7% |
| 14 | Master meaningful learning practices | Practicing meaningful learning | Criteria: individual | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 6% |
| 15 | Mastering expository learning practices | Practicing expository learning | Criteria: individual Form of Assessment : Participatory Activities | Lecture, Q&A, discussion, suggestion menu 3 X 50 | | | 7% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 60% |
| 2. | Project Results Assessment / Product Assessment | 10% |
| 3. | Test | 10% |
| | | 80% |

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.

