



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 | 8720103239 | Compulsory Study Program Subjects | T=0 | P=3 | ECTS=4.77 | 5 | August 28, 2023 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | Dr. Agus Suprijono, M.Si | | Dr. Agus Suprijono, M.Si | | | 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 | |
|----------------------|--|

| | <table border="1" style="margin: auto;"> <tr> <th style="width: 10%;">P.O</th> <th style="width: 10%;">PLO-8</th> </tr> <tr><td>PO-1</td><td></td></tr> <tr><td>PO-2</td><td></td></tr> <tr><td>PO-3</td><td></td></tr> <tr><td>PO-4</td><td></td></tr> <tr><td>PO-5</td><td></td></tr> </table> | P.O | PLO-8 | PO-1 | | PO-2 | | PO-3 | | PO-4 | | PO-5 | |
|------|--|-----|-------|------|--|------|--|------|--|------|--|------|--|
| 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) | |
|---|--|

| | <table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | 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 | | | | | | | | | | | | | | | | |
|------|--|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 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 | <p>Main :</p> <ol style="list-style-type: none"> 1. Nurasiah dan Harjoni. 2021. Inovasi Pembelajaran Analisis Teori dan Praktik Mendisain Pembelajaran. Yogyakarta :Kepel Press 2. Saucy Ahmad. 2019. Inovasi Belajar dan Pembelajaran Teori dan Aplikatif. Surabaya: UM 3. Widiasworo.2017. Inovasi pembelajaran : berbasis life skill & entrepreneurship. Yogyakarta : 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. | | | | | | |
| 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 3x50 | Material: Innovative learning concepts Reader: <i>Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogyakarta: Kepel Press</i> | 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 3x50 | Material: Innovative learning concepts Reader: <i>Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogyakarta: Kepel Press</i> | 5% |
| 3 | Make plans for the development of innovative learning models based on cheap, effective and efficient principles | Able to plan the development of cheap, effective and efficient principle-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: <i>Sauqy Ahmad. 2019. Learning Innovation and Theoretical and Applicable Learning. Surabaya: UM</i> | 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: <i>Sauqy Ahmad. 2019. Learning Innovation and Theoretical and Applicable Learning. Surabaya: UM</i> | 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: <i>Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogyakarta : Ar-Ruzz</i> | 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: <i>Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogyakarta : Ar-Ruzz</i> | 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: <i>Widiasworo.2017. Learning innovation: based on life skills & entrepreneurship. Yogyakarta : Ar-Ruzz</i> | 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: <i>Tukiran. 2011. Innovative Learning Models. Bandung Alphabeta</i> | 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: <i>Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogyakarta: Kepel Press</i> | 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: <i>Nurasiah and Harjoni. 2021. Learning Innovation Analysis of Theory and Practice of Designing Learning. Yogyakarta: Kepel Press</i> | 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

- 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.