	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**
SBM History		8720103105		**T=3**	**P=0**	**ECTS=4.77**	0	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Wisnu, M.Hum.	

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	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), 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 :**

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	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)**

			Criteria:				
1	Explain the definition of learning	Explaining the definition of learning. Analyzing learning theories. Analyzing the relationship between learning theories and learning	**Criteria:** individual	Lecture variations, assignment 3 X 50			0%
2	Explaining teacher professionalism	Explaining teacher professionalism Explaining the requirements for professional teachers Explaining the characteristics of the teaching profession Explaining the teacher code of ethics	**Criteria:** Individual	Lecture variations and assignments 3 X 50			0%
3	Explaining teacher performance and competency	Explaining teacher professional performance. Analyzing teacher performance quality measures. Analyzing teacher competency. Analyzing teacher performance assessments	**Criteria:** Individual	variation lecture, assignment 3 X 50			0%
4	Explaining learning models	Explaining learning models Analyzing learning patterns Analyzing the characteristics of learning models Explaining learning models based on theory	**Criteria:** Individual	Variation lectures and individual assignments 3 X 50			0%
5	Analyzing the PPSI learning model, Glasser, Gerlach and Ely, Jerold E Kemp	Analyzing the PPSI model Analyzing the Glasser model Analyzing the Gerlach and Ely model Analyzing the Jerold E Kemp model	**Criteria:** Individual	Lecture variations and assignments 3 X 50			0%
6	Analyzing contextual learning models	Explaining the basics of contextual learning. Analyzing the components of contextual learning. Explaining the principles of contextual learning. Analyzing contextual learning scenarios	**Criteria:** Individual	Lecture variations and individual assignments 3 X 50			0%
7	master the basic concepts of cooperative learning and be able to apply them to history learning	explain the basic concepts of cooperative learning, analyze the characteristics of cooperative learning	**Criteria:** completeness of cooperative learning steps	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
8	UTS	UTS	**Criteria:** uts	UTS 3 X 50			0%

9	analyzing problem-based learning models	Explain the concept and characteristics of problem-based learning	**Criteria:** Individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
10	analyzing problem-based learning models	Explain the concept and characteristics of problem-based learning	**Criteria:** Individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
11	analyzing cooperative learning	analyze the basic concepts of cooperative learning	**Criteria:** Individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
12	analyzing cooperative learning	analyze the basic concepts of cooperative learning	**Criteria:** Individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
13	understand the basic concepts of independent learning, analyze independent learning models	explains the relationship between direct learning and independent learning, applying direct learning models in history learning	**Criteria:** individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
14	understand the basic concepts of independent learning, analyze independent learning models	explains the relationship between direct learning and independent learning, applying direct learning models in history learning	**Criteria:** individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
15	understand the basic concepts of independent learning, analyze independent learning models	explains the relationship between direct learning and independent learning, applying direct learning models in history learning	**Criteria:** individual	Lecture, Q&A, discussion, suggestion menu 3 X 50			0%
16	UAS			3 X 50			0%

Evaluation Percentage Recap: Case Study

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.