	Universitas Negeri Surabaya Faculty of Engineering , Information Technology Education Undergraduate Study Program		Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning strategies		8320703092		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Drs. Bambang Sujatmiko, M.T.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that 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	Examining the concept of learning strategies, choosing teaching methods and innovative learning models (contextual learning, direct learning models, cooperative learning models, problem-based learning models) that suit the students' character and scientific characteristics. Able to manage the class, and present basic teaching skills in accordance with the Learning Implementation Plan (RPP). Learning is carried out by applying a constructivist approach that refers to international book and journal sources related to study material, and is supported by multimedia. Learning activities focus on students through various individual and group assignments, as well as presentations in front of the class to share understanding and experiences

References	Main :

1. Nur Muhammad. 2011. Model Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah Unesa.
2. Nur Muhammad. 2011. Model Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah Unesa.
3. Nur Muhammad. 2011. Model Pembelajaran Berdasarkan Masalah. Surabaya: Pusat Sains dan Matematika Sekolah Unesa
4. Irizarry Jason G. Classroom Teaching Skill Ninth Edition Wadsworth, Cengage Learning.
5. Richard I., Arends. 2012. Learning to Teach, Ninth Edition. New York: McGraw-Hill.
6. Depdikbud. 2013. Kurikulum 2013. Jakarta
7. Wina Sanjaya. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media.
8. Wina Sanjaya. 2008. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana
9. Olofsson, Anders D. And J. Ola Lendberg. 2012. Informed Design of Educational Technologies in Higher Education: Enhanced Learning and Teaching . USA: IGI Global.
10. Jurnal Internasional: ScienceDirect: Elsevier - Computers in Human Behavior; ScienceDirect: Procedia - Social and Behavioral Sciences; Jurnal IEEE

References	Supporters:

Supporting lecturer	Dr. Meini Sondang Sumbawati, 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	Examining the basic concepts of learning strategies (SP)	1. Explain the basic concepts of learning strategies 2. Explain the objectives and benefits of the strategy 3. Describe the scope of learning strategies	**Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10	Lectures, questions and answers, discussions 2 X 50			0%
2	Identifying learning design	1. Identify learning/instructional design2. Explain the function of each learning design component/block	**Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10	Lectures, questions and answers, discussions 2 X 50			0%

| 3 | Examining the types of learning media | 1. Identify types of learning media2. Explain the uses of media | **Criteria:**
The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10 | Lectures, questions and answers, discussions and assignments 2 X 50 | | | 0% |
| 4 | Identify the types of assessment | 1. Explain the types of assessment 2. Explain how to measure 3. Identify assessment criteria and assessment rubrics | **Criteria:**
The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10 | Lectures, questions and answers, discussions and assignments 3 X 50 | | | 0% |

			Criteria:				
5	Examining learning models	1. Explain the types of innovative learning models. 2. Explain the direct learning model and MPK	**Criteria:** 1. The assessment is carried out on the following aspects: 2. 1. Participation during lectures (asking questions, offering opinions) is carried out through observation (weight 2) 3. 2. Summative test, assessing all relevant indicators through a written exam, and given weights (2) 4. 5. The final NA is (participation value%2 2) (Assignment value%2 3) (UTS value%2 2) (UAS value#) = divided by 10	Lecture, question and answer, discussion, and administration tasks. 3 X 50			0%
6	Examining learning models	1. Explain the cooperative learning model (MPK) 2. Describe the differences between MPMB 3. Describe the syntax of MPMB	**Criteria:** 1. The assessment is carried out on the following aspects: 2. 1. Participation during lectures (asking questions, offering opinions) is carried out through observation (weight 2) 3. 2. Summative test, assessing all relevant indicators through a written exam, and given weights (2)	Lecture, question and answer, discussion, and administration tasks. 3 X 50			0%
7	Examining learning models	1. Explain the Elearning model 2. Describe the types of Elearning 3. Analyze the implementation of elearning at Unesa	**Criteria:** 1. The assessment is carried out on the following aspects: 2. 1. Participation during lectures (asking questions, offering opinions) is carried out through observation (weight 2)	Lecture, question and answer, discussion, and administration tasks. 3 X 50			0%

| 8 | Doing UTS questions/assignments | Learning design, media, assessment and learning models | **Criteria:**
1. The assessment is carried out on the following aspects:
2. 1. Participation during lectures (asking questions, offering opinions) is carried out through observation (weight 2)
3. 2. Summative test, assessing all relevant indicators through a written exam, and given weights (2)
4. 3. Assessment of RPP products and learning tools, considered as an assignment, scores are averaged, then given weights (3)
5. 4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)
6. 5. The final NA is (participation value%2 2) (Assignment value%2 3) (UTS value%2 2) (UAS value#) = divided by 10 | Test method
3 X 50 | | | 0% |
| 9 | Examining the process of developing syllabus and lesson plans based on the 2013 curriculum | 1. Explain the process of developing the syllabus and RPP2. Explains how to develop indicators and learning objectives | **Criteria:**
The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10 | Lecture, question and answer, discussion, and administration tasks.
3 X 50 | | | 0% |

			Criteria				
10	Develop Indicators and Learning Objectives referring to the KD to be achieved	1. Select one KD from the Curriculum 2. Create Indicators and Learning Objectives based on KD3. Explain the ABCD Method for learning purposes4. Give examples of learning objectives	**Criteria:** 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (asking questions, offering opinions) is carried out through observation (weight 2) 3.2. Assessment of the alignment of indicators, learning objectives with KD 4.3. Assessment of the verbs used in the learning objectives in the HOTS area	Lecture, question and answer, discussion, and administration tasks. 3 X 50			0%
11	Arranging syntax according to the learning model.	1. Choose a learning model according to learning objectives2. Arranging syntax according to the learning model	**Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10	Lectures, demonstrations, questions and answers, discussions and consultations. 3 X 50			0%

| 12 | Develop assessment criteria and assessment rubrics | 1. Choose the type of assessment 2. Create an assessment grid 3. Create assessment criteria and rubrics | **Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10 | Lectures, discussions and assignments. 3 X 50 | | | 0% |
| 13 | Compiling Modules and Worksheets | 1. Explain the difference between modules and textbooks 2. Explain the steps for compiling modules 3. Explain the module assessment instruments | **Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10 | Lectures, discussions and assignments. 3 X 50 | | | 0% |

14	Create individual lesson plans and learning tools	Create a complete RPP from school identity to evaluation.	**Criteria:** The assessment is carried out on the following aspects: 1. Participation during lectures (asking questions, submitting opinions) is carried out through observation (weight 2)2. Summative test, assesses all relevant indicators through a written exam, and is given a weight of (2)3. Assessment of RPP products and learning tools is considered an assignment, the scores are averaged, then given a weight (3)4. Performance scores when presenting assignments plus 2x the value of the RPP are averaged as UAS scores, given a weight of (3)5. The final NA is (participation value x 2) (Assignment value x 3) (UTS value x 2) (UAS value x3) = divided by 10	Discussion and consultation. 3 X 50			0%
15							0%
16							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.