	Universitas Negeri Surabaya **Faculty of Education,** **Doctoral Study Program in Basic Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning	8602203007	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=7.56**	2	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Hendratno, M.Hum.	Prof. Dr. Suryanti, M.Pd.	Prof. Dr. Suryanti, M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.
	PLO-10	Able to develop a basic education curriculum that is innovative and responsive to learning needs, accommodating students' strengths and weaknesses, and a culture-friendly curriculum, by utilizing research results, in the form of basic education scientific work.
	PLO-11	Able to develop basic education learning models along with supporting devices that are innovative and responsive to students' learning needs, as well as accommodating developments in technology and information.
	Program Objectives (PO)	
	PO - 1	1) Able to solve problems in the field of basic education through developing learning models that are innovative and responsive to various learning needs in elementary schools
	PO - 2	2) Able to develop basic education learning models along with supporting tools that are innovative and responsive according to the needs of students in elementary schools
	PO - 3	3) Able to develop and apply innovative science and technology in the field of basic education through the development of innovative learning models
	PLO-PO Matrix	

P.O	PLO-2	PLO-5	PLO-10	PLO-11
PO-1		✔		✔
PO-2			✔	
PO-3	✔	✔		

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							✔			✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course develops students' abilities to find solutions to basic education problems in Indonesia based on phenomena, facts and culture. The resulting solutions can be used to develop innovations in learning in basic education.	
References	**Main :**	

1. Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon
2. Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.
3. Committee on Development of an Addendum to National Science Educationa Standars on Science Inquiry. 2000. Inquiry and The National Science Standars: A Guide for Teaching and Learning. Washington: National Academi Press
4. Suryanti dan Choirunnisa, Nadia Lutfi. 2022. Pembelajaran STEAM di Sekolah Dasar. Gresik: CV. Talenta Pena Publishing.
5. Susanti, Endang. 2022. Monorgraf Implementasi Strategi Metakognitif. Surabaya: Unesa University Press.
6. Wasis; Sri, Yuni Rahayu; Indana, Sifak; Sunarti, Titin. 2020. HoTs dan Literasi Sains. Konsep, Pembelajaran dan Penilaianya. Surabaya: Kun Fayakun
7. Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.

Supporters:	
1. Campbell, Vincent., Lofstrom, Jocelyn., Jerome, Brian. 1997. Decisions Based on Science. Arlington VA: National Science Teachers Association 2. Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page 3. Anderson, W. & Krathwohl, David R. 2001. A Taxonomy for Learning Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.	
Supporting lecturer	Prof. Dr. Wasis, M.Si. Prof. Dr. Suryanti, M.Pd. Dr. Hendratno, M.Hum.

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	Analyze the development of high-level thinking abilities according to the demands of current developments	1.1. Analyze the development of 21st century thinking skills which include critical, creative, problem solving and collaborative thinking 2.2. Analyze strategies for developing 21st century thinking based on literature studies and research results	**Form of Assessment** : Participatory Activities	film learning, presentation and discussion 3x50"	film learning, presentation and discussion 3x50"	**Material:** 21st century skills **References:** *Anderson, W. & Krathwohl, David R. 2001. A Taxonomy for Learning Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.* **Material:** 21st century skills **References:** *Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page*	3%
2	Analyze the development of high-level thinking abilities according to the demands of current developments	1.1. Analyze the development of 21st century thinking skills which include critical, creative, problem solving and collaborative thinking 2.2. Analyze strategies for developing 21st century thinking based on literature studies and research results	**Form of Assessment** : Participatory Activities, Practice/Performance	3x50 film learning, presentations and discussions	3x50 film learning, presentations and discussions	**Material:** 21st century skills **References:** *Anderson, W. & Krathwohl, David R. 2001. A Taxonomy for Learning Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.* **Material:** 21st century skills **References:** *Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page*	3%

3	Analyze the development of high-level thinking abilities according to the demands of current developments	1.1. Analyze the development of 21st century thinking skills which include critical, creative, problem solving and collaborative thinking 2.2. Analyze strategies for developing 21st century thinking based on literature studies and research results	**Form of Assessment** : Practice / Performance	3x50 film learning, presentations and discussions	3x50 film learning, presentations and discussions	**Material:** 21st century skills **References:** *Anderson, W. & Krathwohl, David R. 2001. A Taxonomy for Learning Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.* **Material:** 21st century skills **References:** *Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page*	3%
4	Analyze the development of high-level thinking abilities according to the demands of current developments	1.1. Analyze the development of 21st century thinking skills which include critical, creative, problem solving and collaborative thinking 2.2. Analyze strategies for developing 21st century thinking based on literature studies and research results	**Form of Assessment** : Participatory Activities, Practice/Performance	3x50 film learning, presentations and discussions	3x50 film learning, presentations and discussions	**Material:** 21st century skills **References:** *Anderson, W. & Krathwohl, David R. 2001. A Taxonomy for Learning Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.* **Material:** 21st century skills **References:** *Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page*	3%
5	Analyzing the development of high-level thinking abilities according to the demands of current developments	1.1. Analyze the importance of numeracy literacy and HOTs for students 2.2. Analyze the mastery of numeracy literacy and HOTs of today's students 3.3. Analyze strategies for developing numeracy literacy and HOTs	**Form of Assessment** : Participatory Activities, Practice/Performance	film learning, presentation and discussion 3x50'	film learning, presentation and discussion 3x50'	**Material:** HOTs, Literacy, Numeracy **Literature:** *Wasis; Sri, Yuni Rahayu; Indana, Sifak; Sunarti, Titin. 2020. HoTs and Scientific Literacy. Concepts, Learning and Assessment. Surabaya: Kun Fayakun*	3%
6	Analyzing learning models to develop HOTs thinking abilities, 21st century skills, and numeracy literacy	1.1. Analyze the learning model that develops HoTs 2.2. Analyze the literacy mastery learning model 3.3. Analyze the numeracy development	**Form of Assessment** : Portfolio Assessment	Flip learning, presentation and discussion 3x50'	Flip learning, presentation and discussion 3x50'	**Material:** Learning models **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon*	5%

		learning model 4.4. Analyze the 21st century skills development learning model				**Material:** Learning models **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.* **Material:** Inquiry learning model **Library:** *Committee on Development of an Addendum to National Science Educationa Standards on Science Inquiry. 2000. Inquiry and The National Science Standards: A Guide for Teaching and Learning. Washington: National Academies Press* **Material:** STEAM Learning **Reader:** *Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning in Elementary Schools. Gresik: CV. Pena Publishing Talent.* **Material:** Metacognitive learning strategies **Reader:** *Susanti, Endang. 2022. Metacognitive Strategy Implementation Monograph. Surabaya: Unesa University Press.* **Material:** Learning that develops numeracy literacy **Literature:** *Wasis; Sri, Yuni Rahayu; Indana, Sifak; Sunarti, Titin. 2020. HoTs and Scientific Literacy. Concepts, Learning and Assessment. Surabaya: Kun Fayakun*	
7	Analyzing learning models to develop HOTs thinking abilities, 21st century skills, and numeracy literacy	1.1. Analyze the learning model that develops HoTs 2.2. Analyze the literacy mastery	**Form of Assessment** : Participatory Activities, Portfolio Assessment	Flip learning, presentation and discussion 3x50'	Flip learning, presentation and discussion 3x50'	**Material:** Learning models **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009.*	5%

		learning model 3.3. Analyze the numeracy development learning model 4.4. Analyze the 21st century skills development learning model				*Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning models **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.* **Material:** Inquiry learning model **Library:** *Committee on Development of an Addendum to National Science Educationa Standards on Science Inquiry. 2000. Inquiry and The National Science Standards: A Guide for Teaching and Learning. Washington: National Academies Press* **Material:** STEAM Learning **Reader:** *Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning in Elementary Schools. Gresik: CV. Pena Publishing Talent.* **Material:** Metacognitive learning strategies **Reader:** *Susanti, Endang. 2022. Metacognitive Strategy Implementation Monograph. Surabaya: Unesa University Press.* **Material:** Learning that develops numeracy literacy **Literature:** *Wasis; Sri, Yuni Rahayu; Indana, Sifak; Sunarti, Titin. 2020. HoTs and Scientific Literacy. Concepts, Learning and Assessment. Surabaya: Kun Fayakun*	
8	MIDTERM EXAM	1.1. Analyze the importance	**Form of Assessment** : Test	written test 3x50'	Flip learning, presentation and discussion 3x50'	**Material:** Learning models	5%

		of developing thinking 2. 2. Describe strategies for developing thinking skills 3. 3. Analyze gaps in the development of thinking abilities 4. 4. Develop alternative models used to develop thinking skills				**References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning models **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.* **Material:** Inquiry learning model **Library:** *Committee on Development of an Addendum to National Science Educationa Standards on Science Inquiry. 2000. Inquiry and The National Science Standards: A Guide for Teaching and Learning. Washington: National Academies Press* **Material:** STEAM Learning **Reader:** *Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning in Elementary Schools. Gresik: CV. Pena Publishing Talent.* **Material:** Metacognitive learning strategies **Reader:** *Susanti, Endang. 2022. Metacognitive Strategy Implementation Monograph. Surabaya: Unesa University Press.* **Material:** Learning that develops numeracy literacy **Literature:** *Wasis; Sri, Yuni Rahayu; Indana, Sifak; Sunarti, Titin. 2020. HoTs and Scientific Literacy. Concepts, Learning and Assessment.*	

						Surabaya: Kun Fayakun	
9	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	10%

10	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	10%
11	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	10%

12	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	10%
13	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	10%

14	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	5%
15	Develop a hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to construct hypothetical models	**Form of Assessment** : Project Results Assessment / Product Assessment	Flip learning, presentation, and discussion/question and answer 3x50'	Flip learning, presentation, and discussion/question and answer 3x50'	**Material:** Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. **Reference:** *Arends, Richard L. 1997. Classroom Instruction and Management. New York: McGraw-Hill Book Co.* **Material:** Learning model **References:** *Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009. Methods For Teaching. New Jersey: Allyn and Bacon* **Material:** Learning model **References:** *Joyce, Bruce; Meil Marsha; Calthon, Emily. 2000. Models of Teaching. Boston: Allyn and Bacon.*	5%

16	UAS	Compiling a model book	**Form of Assessment** : Project Results Assessment / Product Assessment	3x50' hypothetical model book product	3x50' hypothetical model book product		10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	70%
3.	Portfolio Assessment	7.5%
4.	Practice / Performance	7.5%
5.	Test	5%
		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** 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.