

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

Document Code

SEMESTER LEARNING PLAN

Courses			CODE			Co	urse F	amily	,			Cred	lit Weig	ıht		SEMES	TER	Cor	npilatio	n
Innovativo La	orning		8602202007	,		Car	mpulo	- 		ograp	2	T-2	D-0	ECTE-7	EC		<u></u>	Dat	e	24
	arning		8602203007			Sut	npuis ojects	ory Su		ogran		1=3		ECIS=7.	.50		2	July	/ 16, 20.	24
			Dr. Hendratno, M.Hum.					Prof. Dr. Suryanti, M.Pd.					Prof. Dr. Suryanti, M.Pd.							
Learning model	Project Based L	earnir	ng																	
Program	PLO study prog	gram	that is charg	ged to	the co	ours	е													
Outcomes (PLO)	PLO-2	Dem entre	onstrate the c preneurial spi	haract irit	er of be	ing to	ough,	collab	orative	e, ada	ptive,	innov	ative, ir	clusive,	lifeloi	ng learr	ning an	d		
	PLO-5	Mast	ering the philo	sophy	and lea	arnin	g metl	nodolo	gy of	basic	educa	ation t	o produ	ce learni	ng in	novatio	ns.			
	PLO-10	Able stren scien	ble to develop a basic education curriculum that is innovative and responsive to learning needs, accommodating students' rengths and weaknesses, and a culture-friendly curriculum, by utilizing research results, in the form of basic education cientific work.								íS'									
	PLO-11	Able stude	ble to develop basic education learning models along with supporting devices that are innovative and responsive to tudents' learning needs, as well as accommodating developments in technology and information.																	
	Program Object	tives	ives (PO)																	
	PO - 1	1) Ab respo	Able to solve problems in the field of basic education through developing learning models that are innovative and sponsive to various learning needs in elementary schools									nd								
	PO - 2	2) Ab to the	Able to develop basic education learning models along with supporting tools that are innovative and responsive according the needs of students in elementary schools																	
	PO - 3	3) Ab innov) Able to develop and apply innovative science and technology in the field of basic education through the development of novative learning models																	
	PLO-PO Matrix																			
																_				
			P.O		PLO-2	2		PLO	-5		PLO	-10		PLO-11						
			PO-1	_				1						1		-				
			PO-2								1	•								
			PO-3		1			1												
	PO Matrix at th	e end	of each lea	rning	stage	(Sub)-PO													_
		_																		
			P.0							1	,	Week		<u> </u>						
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		PC	D-1	~	~						1		_	+						
		PC	D-2			~	~	1	1			~								
		PC	D-3							•			1	~	/	1	1	1	1	
Short Course Description	This course deve The resulting solu	elops s utions	students' abili can be used t	ties to o deve	find so elop inne	lution	ns to t ons in	asic e learni	educat ng in t	ion pr basic (oblerr educa	ns in I tion.	Indones	ia based	l on p	ohenom	nena, f	acts ar	nd cultu	re.
References	Main :																			
	 Jacobser Joyce, B Committe National Suryanti Susanti, Wasis; S Surabaya Arends, I 	n, Dav ruce; M ee on Sciend dan C Endan Sri, Yu a: Kun Richar	id A; Eggen, I Meil Marsha; (Development ce Standars: / hoirunnisa, N. ng. 2022. Mon ni Rahayu; Iu Fayakun d L. 1997. Cla	Paul; K Calthor Cof an Guid A Guid adia Lu orgraf ndana,	Cauchak n, Emily Adden e for Te utfi. 202 Implem Sifak; m Instru	a, Dor 200 dum eachin 2. Pe enta: Sun Sun	nald. 2 00. Mo to Na ng and embela si Stra arti, T	2009. I dels o tional d Lear ajaran ttegi M ïtin. 2 Manaç	Method f Tead Scien ning. \ STEA letako 020. I gemen	ds Foi ching. ce Ed Washi AM di S gnitif. HoTs it. Nev	r Teac Bosto lucatio ngton Sekola Surat dan L dan L	ching. on: Ally ona Si : Natio ah Da baya: Literas c: McC	New Je yn and tandars onal Aca sar. Gre Unesa Si Sains Graw-Hi	ersey: Ally Bacon. on Sciel ademi Pr esik: CV. University S. Konse Il Book C	yn an nce I ess Tale y Pre p, Pe	nquiry. nta Per ss. embelaj	2000. na Pub jaran c	Inquiry lishing lan Pe	y and T :nilaiany	he ⁄a.

	Supporters:						
	1. Campbe Associat 2. Adair, Jo 3. Anderso Educatio	II, Vincent., Lofstror ion hn. 2007. Decision n, W. & Krathwohl, nal Objectives. Nev	n, Jocelyn., Jerome, Brian Making & Problem Solving David R. 2001. A Taxonor / York: Longman.	. 1997. Decisions Bas 9 Strategies. London: ny for Learning Teach	sed on Science. Arlington Kogan Page ning and Assessing, A Re	VA: National Scie	ence Teachers Taxonomy of
Support lecturer	ing Prof. Dr. Wasis, I Prof. Dr. Suryant Dr. Hendratno, M	M.Si. i, M.Pd. I.Hum.					
Week-	Final abilities of each learning stage (Sub-PO)	nal abilities of ch learning Evaluation age		Help Learnin Student / [Estin	Learning, ig methods, Assignments, nated time]	Learning materials [References]	Assessment Weight (%)
	(6051-6)	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 	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	3%
		21st century thinking based on literature studies and research results				century skills References: Adair, John. 2007. Decision Making & Problem Solving Strategies. London: Kogan Page	
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%

7	Analyzing learning models to develop	learning model 4.4. Analyze the 21st century skills development learning model 1.1. Analyze	Form of Assessment -	Flip learning, presentation and	Flip learning, nresentation and	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 Educationa Standards on Science Educationa Standards on Science Standards: A Guide for Teaching and Learning. Washington: National Academies Press Material: STEAM Learning Reader: Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning Reader: Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning 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 Literacy Literacy Conceptice Strategy Implementation Monograph. Surabaya: Unesa University Press. Material: Learning that develops numeracy literacy Literacy Literacy Literacy Literacy Schools. Surabaya: University Press. Material: Metacognitive Strategy Implementation Monograph. Surabaya: Kurabaya: Kurabaya: Kunari, Titin. 2020. HoTs and Scientific Literacy Literacy Literacy Material: Metaralich Surabaya: Kunari, Titin. 2020. HoTs and Scientific Literacy Literacy Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Surabaya: Material: Metaralich Metaral	5%
	HOTs thinking abilities, 21st century skills, and numeracy literacy	the learning model that develops HoTs 2.2. Analyze the literacy mastery	Participatory Activities, Portfolio Assessment	discussion 3x50'	discussion 3x50'	models References: Jacobsen, David A; Eggen, Paul; Kauchak, Donald. 2009.	

	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: Material: Material: Suryanti and Choirunnisa, Nadia Lutfi. 2022. STEAM Learning in Elementary Schools. Gresik: CV. Pena Publishing Talent. Material: Material	
8 MIDTERM EXAM	1.1. Analyze the importance	Form of Assessment : Test	written test 3x50'	Flip learning, presentation and discussion	Internal: 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 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	
alternative models used	
to develop thinking	
SKIIIS	

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%

 hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Able to	Form of Assessment : Project Results Assessment / Product Assessment	Fig. learning	Flip learning	Criteria for learning models which include objectives, supporting theories, syntax, and learning environment. Reference: <i>Arends,</i> <i>Richard L.</i> 1997. <i>Classroom</i> <i>Instruction and</i> <i>Management.</i> <i>New York:</i> <i>McGraw-Hill</i> <i>Book Co.</i> Material: Learning model References: <i>Jacobsen,</i> <i>David A;</i> <i>Eggen, Paul;</i> <i>Kauchak,</i> <i>Donald. 2009.</i> <i>Methods For</i> <i>Teaching. New</i> <i>Jersey: Allyn</i> <i>and Bacon</i> Material: Learning model References: <i>Joyce, Bruce;</i> <i>Meil Marsha;</i> <i>Calthon, Emily.</i> <i>2000. Models</i> <i>of Teaching.</i> <i>Boston: Allyn</i> <i>and Bacon.</i> Material:	10%
 hypothetical model for the development of higher order thinking abilities/HOTs, 21st century skills, and numeracy literacy	Aule to construct hypothetical models	Form of Assessment : Project Results Assessment / Product Assessment	rip learning, presentation, and discussion/question and answer 3x50'	rup 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.	Τ0-

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Richard L.	Richard L.
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Jacobsen,	Jacobsen,
David A;	David A;
Eggen, Paul;	Eggen, Paul;
Kauchak,	Kauchak,
Donald. 2009.	Donald. 2009.
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Teaching. New	Teaching. New
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and Bacon	and Bacon
Material:	Material:
Learning	Learning
model	model
References:	References:
Joyce, Bruce;	Joyce, Bruce;
Meil Marsha;	Meil Marsha;
Calthon, Emily.	Calthon, Emily.
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of Teaching.	of Teaching.
Boston: Allyn	Boston: Allyn
and Bacon.	and Bacon.
Flip learning,	Flip learning,
presentation, and	presentation, and
discussion/question	discussion/question
and answer	and answer
3x50'	3x50'
Flip learning,	Flip learning,
presentation, and	presentation, and
discussion/question	discussion/question
and answer	and answer
3x50'	3x50'
Form of Assessment :	Form of Assessment :
Project Results	Project Results
Assessment / Product	Assessment / Product
Assessment	Assessment
Able to	Able to
construct	construct
hypothetical	hypothetical
models	models
Develop a	Develop a
hypothetical model	hypothetical model
for the	for the
development of	development of
higher order	higher order
thinking	thinking
abilities/HOTs,	abilities/HOTs,
21st century skills,	21st century skills,
and numeracy	and numeracy
literacy	literacy
12	13

Develop a hypothetica for the developmer higher orde thinking abilities/HO 21st century and numera literacy	Able to construct hypothetical models s, skills, y Able to construct hypothetical model 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'	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. 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.	5%
					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;	

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%
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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.
- 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.
- 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.