	Universitas Negeri Surabaya **Faculty of Postgraduate School,** **Vocational Education Doctoral Study Program**	**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PTK LEARNING STRATEGY		8300103232		T=3	P=0	ECTS=7.56	2	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Ratna Suhartini, M.Si.	

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 — Knowledge of the concept of PTK learning strategies
	PO - 2 — Knowledge of PTK learning models
	PO - 3 — Designing ICT-based learning according to student characteristics
	PO - 4 — Ability to model learning designs
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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																
PO-4																

Short Course Description	Review knowledge about the concept of PTK learning strategies and be able to design learning based on ICT-based learning models, and be able to model the learning design with full responsibility, cooperation and mutual respect. Learning activities are carried out through presentations and discussions, designing learning plans, learning simulations. Learning assessment includes class participation, assignments, formative and summative assessments.

References	**Main :**

1. Arends, Richard I. 2012. Learning to Teach Ninth Edition. New York: McGraw-Hill. 6. Schiering, Marjorie S., Bogner, Drew., Buli, Jorun. 2011. Teaching And Learning. New York: Rowman & Littlefield Education A Division of Rowman & Littlefield Publishers, Inc.
2. 2. Nurlaela, Luthfiyah., dkk. 2017. Strategi Belajar Berpikir Kreatif. Surabaya: Media Guru.
3. 4. Johnson, Stephen & Siegel, Harvey. 2010. Teaching Thinking Skills. New York: Continuum International Publishing Group.
4. 5. Dick, Walter.,Carey, Lou., Carey, O James., 2015. The Systematic Design of Instruction (Eight edition). New York: Pearson Education, Inc.

Supporters:

					1. 1. Tomlinson, Carol Ann., Imbeau, Marcia B. 2010. Leading and Managing A Differentiated Classroom. Virginia: ASCD.		

Supporting lecturer	Dr. Meini Sondang Sumbawati, M.Pd. Dr. Maspiyah, M.Kes. Dr. Edy Sulistiyo, M.Pd. Dr. Theodorus Wiyanto Wibowo, M.Pd. Dr. Ratna Suhartini, M.Si. Dr. Rina Harimurti, S.Pd., M.T.

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	1.1. Able to understand the meaning and concepts of learning which include: approaches, models, methods and learning strategies 2.2. Able to utilize technology and information as a learning resource.	1.1.1 Explain the meaning and concept of a learning approach. 2.1.2 Describe the learning model and its components. 3.1.3 Describe learning methods, various learning methods and their application in learning. 4.1.4 Describe learning strategies, types of learning strategies and their application in learning.	**Form of Assessment** : Participatory Activities, Tests	lectures, discussions, questions and answers, and presentations	lecture, question and answer, presentation	**Material:** Arends, Richard I. 2012. Learning to Teach Ninth Edition. New York: McGraw-Hill **Reader:**	10%
2	1.1. Able to understand the meaning and concepts of learning which include: approaches, models, methods and learning strategies 2.2. Able to utilize technology and information as a learning resource.	1.1.1 Explain the meaning and concept of a learning approach. 2.1.2 Describe the learning model and its components. 3.1.3 Describe learning methods, various learning methods and their application in learning. 4.1.4 Describe learning strategies, types of learning strategies and their application in learning.	**Form of Assessment** : Participatory Activities, Tests	lectures, discussions, questions and answers, and presentations	lecture, question and answer, presentation	**Material:** Arends, Richard I. 2012. Learning to Teach Ninth Edition. New York: McGraw-Hill **Reader:**	10%

| 3 | 1.1. Able to understand the meaning and concepts of learning which include: approaches, models, methods and learning strategies
2.2. Able to utilize technology and information as a learning resource. | 1.1.1 Explain the meaning and concept of a learning approach.
2.1.2 Describe the learning model and its components.
3.1.3 Describe learning methods, various learning methods and their application in learning.
4.1.4 Describe learning strategies, types of learning strategies and their application in learning. | **Form of Assessment** : Participatory Activities, Tests | lectures, discussions, questions and answers, and presentations | lecture, question and answer, presentation | **Material:** Arends, Richard I. 2012. Learning to Teach Ninth Edition. New York: McGraw-Hill **Reader:** | 10% |
| 4 | 1.1. Able to describe the concept of learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments.
2.2. Able to utilize technology and information as a learning resource. | 1.2.1 Explain the theoretical and empirical support for learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments.
2.2.2 Describe the syntax of each learning model.
3.2.3 Describe the process of learning activities in learning models which include: planning, implementation and evaluation by utilizing information technology as a learning resource. | **Form of Assessment** : Participatory Activities, Tests | | Vinesa: synchronous, asyncronous | **Material:** 3. Sudira, Putu. 2018. XXI CENTURY Vocational Learning Methodology. Yogyakarta: IKAPI. **References:** | 0% |

| 5 | 1.1. Able to describe the concept of learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2. Able to utilize technology and information as a learning resource. | 1.2.1 Explain the theoretical and empirical support for learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2.2 Describe the syntax of each learning model. 3.2.3 Describe the process of learning activities in learning models which include: planning, implementation and evaluation by utilizing information technology as a learning resource. | **Form of Assessment** : Participatory Activities, Tests | | Vinesa: synchronous, asyncronous | **Material:** 3. Sudira, Putu. 2018. XXI CENTURY Vocational Learning Methodology. Yogyakarta: IKAPI. **References:** | 0% |
| 6 | 1.1. Able to describe the concept of learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2. Able to utilize technology and information as a learning resource. | 1.2.1 Explain the theoretical and empirical support for learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2.2 Describe the syntax of each learning model. 3.2.3 Describe the process of learning activities in learning models which include: planning, implementation and evaluation by utilizing information technology as a learning resource. | **Form of Assessment** : Participatory Activities, Tests | | Vinesa: synchronous, asyncronous | **Material:** 3. Sudira, Putu. 2018. XXI CENTURY Vocational Learning Methodology. Yogyakarta: IKAPI. **References:** | 0% |

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| 8 | 1.1. Able to describe the concept of learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2. Able to utilize technology and information as a learning resource. | 1.2.1 Explain the theoretical and empirical support for learning models: Direct Instruction, Cooperative Learning, Problem Base Learning, Project Base Learning, Teaching Factory, Contextual Teaching and Learning, e-Learning, and other learning developments. 2.2.2 Describe the syntax of each learning model. 3.2.3 Describe the process of learning activities in learning models which include: planning, implementation and evaluation by utilizing information technology as a learning resource. | **Criteria:** 10 **Form of Assessment** : Participatory Activities, Tests | | Vinesa: synchronous, asyncronous | **Material:** 3. Sudira, Putu. 2018. XXI CENTURY Vocational Learning Methodology. Yogyakarta: IKAPI. **References:** | 10% |

9	1.1. Able to create ICT-based learning plans, by applying learning approaches, models, methods and strategies. 2.2. Able to utilize technology and information as a learning resource.	3.1 Designing ICT-based learning, starting from the preparation, implementation and evaluation process, using learning models: Direct Instruction, Cooperative Learning,	**Form of Assessment** : Project Results Assessment / Product Assessment		Vinesa (syncronous. asyncronous) 150 minutes		0%
10	1.1. Able to create ICT-based learning plans, by applying learning approaches, models, methods and strategies. 2.2. Able to utilize technology and information as a learning resource.	3.1 Designing ICT-based learning, starting from the preparation, implementation and evaluation process, using learning models: Direct Instruction, Cooperative Learning,	**Criteria:** 1.10 2.project assessment **Form of Assessment** : Project Results Assessment / Product Assessment		Vinesa (syncronous. asyncronous) 150 minutes		0%
11	1.1. Able to create ICT-based learning plans, by applying learning approaches, models, methods and strategies. 2.2. Able to utilize technology and information as a learning resource.	3.1 Designing ICT-based learning, starting from the preparation, implementation and evaluation process, using learning models: Direct Instruction, Cooperative Learning,	**Criteria:** 1.10 2.project assessment **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment		Vinesa (syncronous. asyncronous) 150 minutes		10%

| 12 | 1.1. Able to create ICT-based learning plans, by applying learning approaches, models, methods and strategies. 2.2. Able to utilize technology and information as a learning resource. | 3.1 Designing ICT-based learning, starting from the preparation, implementation and evaluation process, using learning models: Direct Instruction, Cooperative Learning, | **Criteria:** 1.10 2.project assessment **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance | | Vinesa (syncronous. asyncronous) 150 minutes | **Material:** 5. Dick, Walter., Carey, Lou., Carey, O James., 2015. The Systematic Design of Instruction (Eight edition). New York: Pearson Education, Inc. 6. Schiering, Marjorie S., Bogner, Drew., Buli, Jorun. 2011. Teaching and Learning. New York: Rowman & Littlefield Education A Division of Rowman & Littlefield Publishers, Inc. 7. Tomlinson, Carol Ann., Imbeau, Marcia B. 2010. Leading and Managing A Differentiated Classroom. Virginia: ASCD. **References:** | 10% |
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	43.32%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	23.32%
4.	Practice / Performance	13.32%
5.	Test	25%
		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.