



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Economic Learning Strategy and Innovation	8710302063		T=2 P=0 ECTS=4.48	1	May 16, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Waspodo Tjipto Subroto, M.Pd	Dr. Norida Candra Sakti, M.Si.	Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.

Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-12	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics
PLO-16	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of economic education in an independent, quality and measurable manner based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism

Program Objectives (PO)

PO - 1	Utilizing learning resources and ICT to support student achievement of competencies related to understanding and ability to think philosophically, logically creatively and critically according to scientific principles
PO - 2	Have knowledge and insight into the philosophy of science to think critically and creatively and philosophically in dealing with problems
PO - 3	Have critical and creative thinking skills and be innovative in dealing with problems
PO - 4	Have a responsible and objective attitude in developing critical and creative thinking skills as well as being philosophical in dealing with problems

PLO-PO Matrix

P.O	PLO-12	PLO-16
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 This course explains related learning models and learning methods for schools at secondary and higher education levels and learning innovations that are relevant to the needs of industry 4.0 (21st century learning). Scientific approach-oriented learning such as: problem-based learning, learning inquiry, discovery and contextual learning as well as project-based learning. The assessment is carried out through presentation and analysis 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.

References	Main :
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1. Walker D. Timothy. 2017. Teach Like Finland, 33 simple Strategies for Joyful Classrooms, first edition. New York: WW Norton & Company
2. Arends, Richard. 2012. Learning To Teach Sixth Edition. New York: McGraw-Hill Book Company
3. Ibrahim, Muslimin. 2012. Pembelajaran Berdasarkan Masalah Edisi II. Surabaya: University Press
4. Woolfolk, A. 2012. Educational Psychology, Global Edition, Eleventh Edition.
5. Creswell, John. 2015. Riset Pendidikan, Perencanaan, Pelaksanaan dan evaluasi, Riset Kualitatif dan Kuantitatif, edisi 5, edisi bahasa Indonesia. Yogyakarta: Pustaka Pelajar

Supporters:

1. Prakoso, A. F., Soesatyo, Y., Subroto, W. T., & Pamungkas, H. P. (2020). Penyegaran kemampuan guru dalam mengembangkan media evaluasi berbasis IT dengan berbantuan software lectora inspire. Jurnal Pengabdian Pada Masyarakat, 5(2), 344-352.
2. Soesatyo Y. 2021. Pengembangan Buku Ajar Ekonomi Koperasi Berbasis Problem Based Learning (PBL) (Penelitian Buku Ajar FEB Unesa Dana PNBPN 2021)
3. Soesatyo Y, Surjanti J., Sakti N.C. 2021. Pengembangan Soal Berbasis HOTS dalam Rangka Peningkatan Kreativitas Guru (PKM FEB Unesa Dana PNBPN 2021)
4. Soesatyo Y. 2021. Pengembangan Model Pembelajaran Statistika 1 Berbasis Problem Based Learning (Penelitian Buku Ajar FEB Unesa Dana PNBPN 2021)
5. Surjanti J., Sakti N.C. . 2020. Pengembangan E-Module Matematika Ekonomi Berbasis Pendekatan Heutagogy dalam Pembelajaran Jarak Jauh (Penelitian Kebijakan Fakultas/Jurusan FE Dana PNBPN 2020)
6. Surjanti J. Sakti N.C.. 2020. Evaluasi Berpikir Kritis (HOTS): Antecedent Pengembangan Profesional Guru (Teacher Professional Development), Pengetahuan Profesional Guru (Teachers' Professional Knowledge), Literacy Penyusunan Soal HOTS (Penelitian Dasar FEB Unesa Dana PNBPN 2021)
7. Surjanti J.. 2020. Pendidikan terhadap Sikap Pembelajaran Berbasis Web (Penelitian Hibah Kompetitif LPPM Skema Penelitian Dasar Dana PNBPN 2021)
8. Subroto W.T. 2021. Analisis Pembelajaran E-Learning terhadap Hasil Belajar Matakuliah Ekonomi Sumber Daya pada Masa Pandemi Covid 19 (Penelitian Kebijakan FEB Unesa Dana PNBPN 2021)
9. Susanti. 2019. Pengembangan Bahan Ajar Berupa Kartu Kerja Berbasis Implementasi Model Pembelajaran Langsung pada Perkuliahan Pengantar Akuntansi (Penelitian Dana UKT FE 2019)
10. Susanti. 2019. Pengaruh Karakteristik Mahasiswa, Kemampuan Awal dan Penggunaan Video Tutorial terhadap Hasil Belajar Praktikum Akuntansi pada Era Covid-19 (Penelitian Kebijakan Fakultas/Jurusan FE Dana PNBPN 2020)
11. Hakim L. 2021. Pengembangan Buku Ajar Elektronik Evaluasi Belajar dan Pembelajaran Akuntansi untuk Meningkatkan Kualitas Pembelajaran di Program Studi Pendidikan Akuntansi (Penelitian Buku Ajar FEB Unesa Dana PNBPN 2021)
12. Wulandari S.S. 2021. Inovasi Media Pembelajaran Manajemen Kearsipan dan Pengaruhnya terhadap Keterampilan Mengarsip Mahasiswa Program Studi S1 Pendidikan Administrasi Perkantoran (Penelitian Kebijakan FEB Unesa Dana PNBPN 2021)
13. Wulandari S.S. 2021. Pengembangan Buku Ajar Mata Kuliah Manajemen Kearsipan Berbasis Project Base Learning (Penelitian Buku Ajar FEB Unesa Dana PNBPN 2021)
14. Wulandari S.S. 2021. Pelatihan Pengembangan Bahan Ajar Interaktif Guru-guru di SMK Tunas Wijaya Surabaya (PKM FEB Unesa Dana PNBPN 2021)
15. Wulandari S.S. 2021. Pengembangan Buku Ajar Mata Kuliah Manajemen Kearsipan Berbasis Project Base Learning (Penelitian Buku Ajar FEB Unesa Dana PNBPN 2021)

Supporting lecturer

Prof. Dr. Waspodo Tjipto Subroto, M.Pd.
Dr. Norida Canda Sakti, M.Si.
Prof. Dr. Susanti, S.Pd., M.Si.

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	Able to identify and analyze student-centered learning models (StudentCenter learning) at secondary and higher education levels	<ol style="list-style-type: none"> 1.identify and analyze the reasons why scientific learning is the basis for today's learning 2.identify and explain the scope of student-centered learning models 3. Identifying types of student-centered learning models (student-centered learning) 4.Explain the strategy of student-centered learning models (student-centered learning) 5.Mention examples of applications of student-centered learning models in schools and universities from research journals 	<p>Criteria: non-test: Able to identify and analyze student-centered learning models (StudentCenter learning) at secondary and higher education levels</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	lectures, discussions, questions and answers, assignments. 2 X 50	lectures, discussions, questions and answers, assignments. 2 X 50	<p>Material: Able to identify and analyze student-centered learning models (StudentCenter learning) at secondary and higher education levels.</p> <p>Reference: <i>Surjanti J.. 2020. Education towards Web-Based Learning Attitudes (LPPM Competitive Grant Research Basic Research Scheme for PNBPF Funds 2021)</i></p>	3%
2	Able to analyze PP KKNi	<ol style="list-style-type: none"> 1.Analyzing PP KKNi in accordance with the needs of the economic education curriculum 2. Identify LO at each level for economic education at all levels of education 	<p>Criteria: non test: Able to analyze PP KKNi</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	2 X 50 assignment discussion lecture	2 X 50 assignment discussion lecture	<p>Material: Able to analyze PP KKNi</p> <p>Library: <i>Soesatyo Y, Surjanti J., Sakti NC 2021. Development of HOTS-Based Questions in the Context of Increasing Teacher Creativity (PKM FEB Unesa Dana PNBPF 2021)</i></p>	3%

3	Analyzing the characteristics of teachers and students for learning economics and management according to the 21st century	<ol style="list-style-type: none"> 1. Identify and analyze the characteristics of 21st century teachers and students 2. Determine learning relevance criteria according to student and teacher characteristics for economics and management learning 	<p>Criteria: non-test: Analyzing the characteristics of teachers and students for learning economics and management according to the 21st century</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, discussions, questions and answers, assignments 2 X 50	Lectures, discussions, questions and answers, assignments 2 X 50	<p>Material: Analyzing the characteristics of teachers and students for learning economics and management according to the 21st century.</p> <p>Reference: <i>Wulandari SS 2021. Innovation in Archival Management Learning Media and its Influence on the Archiving Skills of Students in the Undergraduate Office Administration Education Study Program (Policy Research FEB Unesa Dana PNBP 2021)</i></p>	3%
4	Identifying the main subjects and themes of the 21st century that are important to prepare students to face the industrial era 4.0	<ol style="list-style-type: none"> 1. identify the main subjects and main themes of 21st century learning 2. Analyzing the main subjects and themes of the 21st century that are important for students' success in facing the world of work in the 21st century 	<p>Criteria: non-test: Identifying the main subjects and themes of the 21st century that are important to prepare students to face the industrial era 4.0</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, observation, assignment 2 X 50	Discussion, observation, assignment 2 X 50	<p>Material: Identifying the main subjects and themes of the 21st century which are important to prepare students to face the industrial era 4.0</p> <p>Reference: <i>Soesatyo Y. 2021. Development of a Problem Based Learning Model for Statistics 1 (Textbook Research FEB Unesa Dana PNBP 2021)</i></p>	3%
5	Identify and analyze learning and innovation skills needed for economic and management learning according to the 21st century	<ol style="list-style-type: none"> 1. identify learning and innovation skills that need to be developed in 21st century learning for economic and management capabilities 2. Analyzing learning and innovation skills that need to be developed in 21st century learning for economic and management capabilities 	<p>Criteria: non-test: Identify and analyze learning and innovation skills needed for economic and management learning according to the 21st century</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lectures, discussions, assignments. 2 X 50	Lectures, discussions, assignments. 2 X 50	<p>Material: Identifying and analyzing learning and innovation skills needed for learning economics and management according to the 21st century</p> <p>References: <i>Soesatyo Y, Surjanti J., Sakti NC 2021. Development of HOTS-Based Questions in the Context of Increasing Teacher Creativity (PKM FEB Unesa Dana PNBP 2021)</i></p>	7%

6	Able to identify and analyze Information, Media and Technology Skills learning strategies for developing 21st century student abilities according to economics and management material	1. Identify Information, Media and Technology Skills learning strategies, which need to be developed in 21st century learning according to economics and management material 2. Analyzing Information, Media and Technology Skills learning strategies, which need to be developed in 21st century learning according to economics and management material	Criteria: non-test: Able to identify and analyze Information, Media and Technology Skills learning strategies for developing 21st century student abilities according to economics and management material Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, discussions, assignments 2 X 50	Lectures, discussions, assignments 2 X 50	Material: Able to identify and analyze Information, Media and Technology Skills learning strategies for developing 21st century student abilities according to economics and management material. Reference: <i>Surjanti J.. 2020. Education towards Web-Based Learning Attitudes (LPPM Competitive Grant Research Basic Research Scheme PNBP Funds 2021)</i>	7%
7	Able to Identify and Analyze Life and Career Skills, which need to be developed in 21st century learning according to economic and management educational competencies	1. Identifying Life and Career Skills, which need to be developed in 21st century learning according to economics and management education 2. Analyzing Life and Career Skills, which need to be developed in 21st century learning according to economics and management education	Criteria: non test: Able to Identify and Analyze Life and Career Skills, which need to be developed in 21st century learning according to economic and management educational competencies Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	lectures, discussions, assignments 2 X 50	lectures, discussions, assignments 2 X 50	Material: Able to Identify and Analyze Life and Career Skills, which need to be developed in 21st century learning according to economic and management educational competencies. Reference: <i>Woolfolk, A. 2012. Educational Psychology, Global Edition, Eleventh Edition.</i>	3%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50	UTS 2 X 50	Material: - Library:	20%

9	able to identify and analyze the support systems needed for 21st century learning	<ol style="list-style-type: none"> 1. Identify the support systems needed for 21st century learning 2. analyze the support systems needed for 21st century learning 	<p>Criteria: non-test: able to identify and analyze the support systems needed for 21st century learning</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	lectures, discussions, assignments 2 X 50	lectures, discussions, assignments 2 X 50	<p>Material: able to identify and analyze the support systems needed for 21st century learning.</p> <p>Reference: <i>Hakim L. 2021. Development of an Electronic Textbook for Evaluation of Accounting Learning and Learning to Improve the Quality of Learning in the Accounting Education Study Program (Textbook Research FEB Unesa Dana PNBP 2021)</i></p>	3%
10	Able to explain and analyze relevant learning models used for learning innovation according to the industrial era 4.0	<ol style="list-style-type: none"> 1. explain the various learning models that exist 2. identify learning methods that are relevant for learning in the industrial era 4.0 3. analyze relevant strategies and methods for developing learning innovation 4. preparing learning designs that are relevant to the industrial era 4.0 	<p>Criteria: non test: Able to explain and analyze relevant learning models used for learning innovation according to the industrial era 4.0</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	discussion, assignment 2 X 50	discussion, assignment 2 X 50	<p>Material: Able to explain and analyze relevant learning models used for learning innovation according to the industrial era 4.0</p> <p>References: <i>Woolfolk, A. 2012. Educational Psychology, Global Edition, Eleventh Edition.</i></p>	3%
11	Able to prepare plans for developing teaching materials in the field of economics and management	<ol style="list-style-type: none"> 1. Theory of development models 2. Study of materials for preparing teaching materials for economics and management at secondary school level 3. Study of materials for preparing teaching materials for economics and management at higher education level 	<p>Criteria: non test: Able to prepare a plan for developing teaching materials in the field of economics and management</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	discussion, assignment 2 X 50	discussion, assignment 2 X 50	<p>Material: Able to prepare a plan for developing teaching materials in the field of economics and management.</p> <p>Reference: <i>Soesatyo Y. 2021. Development of a Problem Based Learning Model for Statistics 1 (Textbook Research FEB Unesa Dana PNBP 2021)</i></p>	3%

12	Able to prepare plans for developing teaching materials in the field of economics and management	<p>1. Identify materials and teaching materials that are relevant for learning economics and management.</p> <p>2. Preparing teaching materials for secondary and higher education. (Choose one of the KDs for secondary school and/or study material for higher education)</p>	<p>Criteria: non test: Able to prepare a plan for developing teaching materials in the field of economics and management</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion, assignment 2 X 50	discussion, assignment 2 X 50	<p>Material: Able to prepare a plan for developing teaching materials in the field of economics and management.</p> <p>Reference: <i>Surjanti J. Sakti NC. 2020. Evaluation of Critical Thinking (HOTS): Antecedents of Teacher Professional Development, Teachers' Professional Knowledge, Literacy in Preparing HOTS Questions (Basic Research FEB Unesa Dana PNBP 2021)</i></p>	3%
13	Able to prepare plans for developing teaching materials in the field of economics and management	<p>1. Identify materials and teaching materials that are relevant for learning economics and management.</p> <p>2. Preparing teaching materials for secondary and higher education. (Choose one of the KDs for secondary school and/or study material for higher education)</p>	<p>Criteria: non test: Able to prepare a plan for developing teaching materials in the field of economics and management</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion, assignment 2 X 50	discussion, assignment 2 X 50	<p>Material: Able to prepare a plan for developing teaching materials in the field of economics and management.</p> <p>Reference: <i>Surjanti J. Sakti NC. 2020. Evaluation of Critical Thinking (HOTS): Antecedents of Teacher Professional Development, Teachers' Professional Knowledge, Literacy in Preparing HOTS Questions (Basic Research FEB Unesa Dana PNBP 2021)</i></p>	3%

14	able to develop learning media for the fields of economics and management education	<ol style="list-style-type: none"> 1.explain the various types of learning media 2.identify various types of learning media that are relevant for 21st century learning 3.explains learning development models 4.identify learning development models 5.preparing a plan for developing learning media in the field of economics and management for secondary schools and higher education 	<p>Criteria: non-test: able to develop learning media for the fields of economics and management education</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	discussion and assignment 2 X 50	discussion and assignment 2 X 50	<p>Material: able to develop learning media for the field of economics and management education</p> <p>Reference: <i>Hakim L. 2021. Development of Electronic Textbooks for Learning Evaluation and Accounting Learning to Improve the Quality of Learning in the Accounting Education Study Program (Textbook Research FEB Unesa Dana PNBP 2021)</i></p>	3%
15	able to develop learning media for the fields of economics and management education	<ol style="list-style-type: none"> 1.explain the various types of learning media 2.identify various types of learning media that are relevant for 21st century learning 3.explains learning development models 4.identify learning development models 5.preparing a plan for developing learning media in the field of economics and management for secondary schools and higher education 	<p>Criteria: non-test: able to develop learning media for the fields of economics and management education</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	discussion and assignment 2 X 50	discussion and assignment 2 X 50	<p>Material: able to develop learning media for the field of economics and management education</p> <p>Reference: <i>Hakim L. 2021. Development of Electronic Textbooks for Learning Evaluation and Accounting Learning to Improve the Quality of Learning in the Accounting Education Study Program (Textbook Research FEB Unesa Dana PNBP 2021)</i></p>	3%
16	UAS	UAS	<p>Criteria: UAS</p> <p>Form of Assessment : Test</p>	UAS 2 X 50	UAS 2 X 50	<p>Material: -</p> <p>Library:</p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.66%
2.	Portfolio Assessment	14.66%
3.	Practical Assessment	5.5%
4.	Practice / Performance	12.16%
5.	Test	50%
		99.98%

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.