Universitas Negeri Surabaya
Faculty of Education, Master of Education
PJJ Study Program, Educational Technology

Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Design		8610903010		**T=4**	**P=0**	**ECTS=8.96**	2	July 19, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		....	....	Hirnanda Dimas Pradana, M.Pd.

Learning model	**Project Based Learning**

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	

References	**Main :**	
	Supporters:	

Supporting lecturer	

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 examine the concept of learning strategies	1. Explain the concept of learning strategies 2. Explains the definition of strategy method models and approaches 3. Explain the differences between strategy method models and approaches.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 3 x 50	Lectures, discussions, questions and answers 3 x 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library*	2%

| 2 | Able to detail innovative learning concepts | 1. Explain the meaning of innovative learning
2. Explain the characteristics of innovative learning.
3. Identifying the implementation of innovative learning | **Criteria:**
A= Very good B= Good C= Fairly good D=Not good & written description

Form of Assessment : Participatory Activities | Lectures, discussions, questions and answers 3 x 50 | Lectures, discussions, questions and answers 3 x 45 | **Material:** Handout of Learning Methods and Models
Reference: *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Creative and Characteristic Learning Models and Methods
Library: *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues
References: *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library* | 2% |

| 3 | Able to examine the concepts of behaviorism and constructivism approaches. | 1. Explain the concept of the behaviorist approach
2. Explain the concept of the constructivist approach
3. Identify the characteristics of behaviorist and constructivist approaches
4. Identify the differences between behaviorist and constructivist approaches
5. Explain the implementation of behaviorism and constructivism approaches | **Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description

Form of Assessment : Participatory Activities, Portfolio Assessment | Presentation, Discussion, questions and answers 3 x 50 | Presentation, Discussion, question and answer 3 x 45 | **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*

Material: Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*

Material: Learning Methods **Literature:** *Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima* | 2% |

| 4 | Able to understand concepts and types of learning methods | 1. Clarify the meaning of learning methods
2. Identify types of learning methods
3. Identify types of learning methods | **Criteria:**
A= Very good B= Good C= Fairly good D=Not good & written description

Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests | Presentation, Discussion, questions and answers
3 x 50 | Presentation, Discussion, question and answer
3 x 45 | **Material:** Handout of Learning Methods and Models
Reference: *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Creative and Characteristic Learning Models and Methods
Library: *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*

Material: Learning Methods
Literature: *Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima* | 2% |

| 5 | Able to understand the concept and types of learning strategies (learning strategies) | 1. Explains repetition strategies along with examples of implementation.
2. Distinguish between underlining strategies and marginal notes strategies along with examples of implementation.
3. Mention and explain organizational PQ4R analogy elaboration strategies. Outlining mapping mnemonics and examples of application.
4. Explains metacognitive strategies and examples of application. | **Form of Assessment** : Participatory Activities | Presentation, Discussion, questions and answers 3 x 50 | Presentation, Discussion, question and answer 3 x 45 | **Material:** Handout of Learning Methods and Models.
References: *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

Material: Creative and Characteristic Learning Models and Methods
Library: *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*

Material: Teaching and Learning Models: Methodical and Paradigmatic Issues
References: *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library*

Material: Learning Models Developing Teacher Professionalism
Library: *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*

Material: Learning and Factors That Influence
Library: *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta* | 2% |

6	Able to design learning by applying a scientific approach	1. Explains the concept of learning with a scientific approach 2. Arranging learning steps with a scientific approach	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Learning and Factors That Influence **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*	2%
7	Able to understand the concept of direct learning model (MPL)	1. Identify the meaning of the direct learning model (MPL). 2. Examining the theoretical basis of MPL. 3. Examining MPL learning syntax 4. Identify the advantages and disadvantages of MPL 5. Presents examples of MPL implementation.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, questions and answers 3 x 50	**Material:** Handout of Learning Methods and Models. **References:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Innovative Learning Models with a Constructivist Orientation. **References:** *Trianto. 2011. Innovative Constructivist-Oriented Learning Models. Jakarta: Achievement Library Publisher*	2%

8	Midterm Exam (UTS)		**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description	Written test 90	Written test 90		10%
9	Understand the concept of cooperative learning models (MPK) Student Teams Achievement Division (STAD) and Jigsaw types	1. Identify the meaning of the Cooperative learning model (MPK). 2. Examining the theoretical basis of MPK. 3. Examining the MPK learning syntax. 4. Identify the advantages and disadvantages of MPL 5. Examining the various types of MPK 6. Presents examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library* **Material:** Learning Models Developing Teacher Professionalism **Library:** *Rusman. 2013. Learning Models Developing Teacher Professionalism. Jakarta: Rajawali Press*	2%

| 10 | Able to understand the concept of the Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning model. | 1. Examining the meaning of TPS/NHT/TGT types 2. Examining the TPS/NHT/TGT learning syntax. 3. Identify the advantages and disadvantages of TPS/NHT/TGT. 4. Presents examples of the application of STAD and Jigsaw MPK types. | **Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests | Presentation, Discussion, questions and answers 3 X 50 | Presentation, Discussion, questions and answers 3 X 45 | **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods. **References:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues. **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library* | 2% |

No	Ability expected	Study material	Assessment	Learning (offline)	Learning (online)	Material/References	Weight
11	Understand the concept of the problem-based learning model (MPBM).	1. Identify the meaning of the problem-based learning model (MPBM). 2. Examining the theoretical basis of MPBM. 3. Examining the MPBM learning syntax. 4. Identify the advantages and disadvantages of MPBM 5. Presents examples of MPBM implementation.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods. **References:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library*	2%
12	Able to understand the concept of the project-based learning model (MPBPr).	1. Identify the meaning of the project-based learning model (MPBPr). 2. Examining the theoretical basis of MPBPr. 3. Examining the MPBPr learning syntax. 4. Identify the advantages and disadvantages of MPBPr 5. Presents examples of MPBPr implementation.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Form of Assessment** : Participatory Activities	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods. **References:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Learning and Influencing Factors. **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta*	2%

13	Able to understand the concept of electronic learning (e-learning).	1. Identify the meaning of e-learning 2. Detailing the characteristics of e-learning. 3. Identifying the advantages and disadvantages of e-learning. 4. Presents examples of e-learning.	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*	2%
14	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	1. Develop scenarios/learning steps. 2. Displays learning scenarios 3. Presenting scenarios/learning steps	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** Handout of Learning Methods and Models. **References:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology* **Material:** Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia* **Material:** Teaching and Learning Models: Methodical and Paradigmatic Issues. **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library*	13%

| 15 | Able to design learning by applying strategic method models and approaches in learning in the field of TP. | 1. Develop scenarios/learning steps. 2. Displays learning scenarios 3. \Present scenarios/learning steps | **Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Presentation, Discussion, questions and answers 3 x 50 | Presentation, Discussion, question and answer 3 x 45 | **Material:** Handout of Learning Methods and Models **Reference:** *Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology*

 Material: Creative and Characteristic Learning Models and Methods **Library:** *Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia*

 Material: Teaching and Learning Models: Methodical and Paradigmatic Issues. **References:** *Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library* | 13% |
| 16 | | Doing UAS questions | **Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description | Written test 90 | Written test 90 | | 40% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21.27%
2.	Project Results Assessment / Product Assessment	7.58%
3.	Portfolio Assessment	13.27%
4.	Test	7.94%
		50.06%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.