	Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning Planning in Elementary Schools	8620602212		T=2	P=0	ECTS=3.18	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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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: This course provides students with an understanding of the concept of instructional planning and development, instructional development models, the role of learning theory in planning, models, approaches, strategies, methods and learning techniques, learning media, LKPd, learning evaluation, curriculum analysis and implementation. in developing learning tools

References

Main :

1. Masjid, Abdul, 2007, Perencanaan Pembelajaran, Bandung:PT Remaja Rosdakarya
2. Harjanto, 2010, Perencanaan Pengajaran, Jakarta: PT Rineka Cipta
3. Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom 19s Taxonomy of Education Objectives. A Bridged Adition. New York: Addison Wesley Longman.
4. Rohman, Mohammad; Amri, Sofan. 2013. Strategi dan Desain Pengembangan Sistem Pembelajaran, Jakarta: Prestasi Pustaka Raya
5. Muijs, Daniel., Reynolds, David. 2008. Effektive Taching. London: Sage Publications Ltd
6. Dakir, 2004. Perencanaan dan Pengembangan Kurikulum, Jakarta: PT Rineka Cipta
7. Prastowo, Andi, 2013. Panduan Kreatif Membuat Bahan Ajar Inovatif. Yogyakarta: Diva Press
8. Jacobse, David A; Eggen, Paul; Kauchak Donald, 2009. Methods for Teaching, New Jersey: Allyn & Bacon
9. Ibrahim, Nurdin; Sidik, Darlan, 2013. Prinsipprinsip Desain Pembelajaran, Jakarta: PT Fajar Inter Pratama Mandiri
10. Permendikbud Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan
11. Permendikbud Nomor 64 tahun 2013 tentang Standar Isi
12. Permendikbud Nomor 57 Tahun 2014 tentang Kerangka Dasar dan Kompetensi Dasar
13. Permendikbud Nomor 103 Tahun 2014 tentang Standar Proses
14. Permendikbud Nomor 104 Tahun 2014 tentang Standar Penilaian

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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	Understand the nature, characteristics and dimensions of learning planning	Explain the nature, characteristics, dimensions and benefits of learning planning	**Criteria:** refers to mastery of concepts	Cooperative model 2 X 50			0%
2	Understand various learning theories and the implementation of learning theories in learning planning	1.Explain the theory underlying learning planning 2.Give an example of implementing learning theory in learning planning	**Criteria:** 1.Written test criteria 2.students' ability to master concepts	Cooperative model 2 X 50			0%
3	Understand various instructional models and implement them in learning planning	1.understand instructional development models 2.identify the strengths and weaknesses of each instructional model 3.make learning plans that refer to the instructional model steps	**Criteria:** 1.Written test criteria 2.Mastery of student concepts of product assessment criteria 3.the ability to plan the process of creating results	4 X 50 cooperative model			0%
4	Understand various instructional models and implement them in learning planning	1.understand instructional development models 2.identify the strengths and weaknesses of each instructional model 3.make learning plans that refer to the instructional model steps	**Criteria:** 1.Written test criteria 2.Mastery of student concepts of product assessment criteria 3.the ability to plan the process of creating results	4 X 50 cooperative model			0%

5	Understand the elementary school curriculum and can make learning plans based on the elementary school curriculum	1. Understand the meaning of curriculum, objectives, curriculum components, and curriculum development mechanisms 2. Analyzing components in the elementary school curriculum 3. Understand SKL, content standards, process standards, and elementary school curriculum evaluation standards 4. Make learning plans based on	**Criteria:** mastery of student concepts	inquiry 2 X 50			0%
6	Understand the elementary school curriculum and can make learning plans based on the elementary school curriculum	1. Understand the meaning of curriculum, objectives, curriculum components, and curriculum development mechanisms 2. Analyzing components in the elementary school curriculum 3. Understand SKL, content standards, process standards, and elementary school curriculum evaluation standards 4. Make learning plans based on	**Criteria:** mastery of student concepts	inquiry 2 X 50			0%
7	Understand Prota, Promes, Syllabus, RPP, and can make Prota, Promes, Syllabus, and RPP	1. Identify the components of Prota, Promes, Syllabus, and RPP 2. Make Prota, Promissory Note, Syllabus, and RPP	**Criteria:** 1. Writing test 2. Student mastery of the concept of Product Assessment 3. Planning the Process to create Results	Discussion, questions and answers, and assignments 2 X 50			0%
8	UTS			2 X 50			0%

9	Understanding Bloom's taxonomy	1. Explaining the dimensions of knowledge and dimensions of cognitive processes according to Bloom 2. Explain the dimensions of attitudes and skills according to Bloom	**Criteria:** Mastery of student concepts	Cooperative model 2 X 50			0%
10	Understanding Bloom's taxonomy	1. Explaining the dimensions of knowledge and dimensions of cognitive processes according to Bloom 2. Explain the dimensions of attitudes and skills according to Bloom	**Criteria:** Mastery of student concepts	Cooperative model 2 X 50			0%
11	designing indicators, learning objectives based on Bloom's taxonomy	Create indicators and learning objectives that refer to Bloom's taxonomy	**Criteria:** 1. Writing test 2. Student mastery of the concept of Product Assessment 3. Planning the Process to create Results	Cooperative model assignment 2 X 50			0%
12	Understand the essence of Learning Models, Approaches, Strategies, Methods and Techniques and can apply them in preparing learning tools	1. Explains the concepts of Models, Approaches, Strategies, Methods and Learning Techniques 2. Identify components in Models, Approaches, Strategies, Methods and Learning Techniques 3. Create learning steps that refer to certain Learning Models, Approaches, Strategies, Methods and Techniques.	**Criteria:** mastery of student concepts	Cooperative model 2 X 50			0%

13	Create worksheets, teaching materials and evaluation instruments	1.Identify components in the worksheet 2.Create worksheets 3.explains the principles of developing teaching materials 4.Make examples of teaching materials 5.Create evaluation instruments	**Criteria:** Mastery of student concepts	Discussion, questions and answers, and 4 X 50 assignments			0%
14	Create worksheets, teaching materials and evaluation instruments	1.Identify components in the worksheet 2.Create worksheets 3.explains the principles of developing teaching materials 4.Make examples of teaching materials 5.Create evaluation instruments	**Criteria:** Mastery of student concepts	Discussion, questions and answers, and 4 X 50 assignments			0%
15	Create learning tools that refer to certain themes and sub-themes	1.Explain the components of learning tools 2.Create learning tools that refer to certain themes and sub-themes	**Criteria:** 1.Product Assessment 2.Planning the Process to create Results	assignment 2 X 50			0%
16	Create learning tools that refer to certain themes and sub-themes	1.Explain the components of learning tools 2.Create learning tools that refer to certain themes and sub-themes	**Criteria:** 1.Product Assessment 2.Planning the Process to create Results	assignment 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.