



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Innovative Learning Planning	8320502269		T=2 P=0 ECTS=3.18	3	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	Examining various basic concepts of learning system design, models of learning systems, and steps for developing learning system designs as well as the practice of preparing models for developing learning system designs both in the form of syllabi and lesson plans as implementation of competency-based curricula at the level of certain educational units (schools). and outside school/training).																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporters:																																					
Supporting lecturer	Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd.																																				
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							0%																														

2	Students Master the Basic Concepts of Learning System Development	Students can classify learning variables.	Criteria: 1. Concepts assessed: 2. Basic Concepts of Curriculum & Learning Development. If answered correctly for each question, the maximum score obtained is 20.	Through a problem based learning model using lecture methods, questions and answers, and individual structured assignments 3 X 50			0%
3	Students Master the Basic Concepts of Learning System Development	Students can classify learning variables.	Criteria: 1. Concepts assessed: 2. Basic Concepts of Curriculum & Learning Development. If answered correctly for each question, the maximum score obtained is 20.	Through a problem based learning model using lecture methods, questions and answers, and individual structured assignments 3 X 50			0%
4	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 3 X 50			0%
5	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 3 X 50			0%
6	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 3 X 50			0%
7	Sub-summative exam or mid-term exam	Students master the basic concepts of learning system planning	Criteria: Scoring system with a scale of 10 - 100.	Online 4 X 50			0%
8	Students can master the steps for developing learning planning	Identifying learning needs and initial characteristics of students	Criteria: 1. Concepts assessed: 2. Basic Concepts of Curriculum & Learner Development. If answered correctly for each question, the maximum score obtained is 20.	Problem Based Learning learning model, 4 X 50 lecture assignments, discussions and questions and answers			0%

9	Students can analyze learning and formulate learning objectives.	Analyze learning and formulate general and specific learning objectives	Criteria: 1.Assessment: Create a learning analysis that includes learning objectives. 2.Assessment Description: 3.4 = very good 4.3 = good 5.2 = not good 6.1 = very poor	Based learning model, lectures, discussions, questions and answers and 4 X 50 assignments			0%
10	Students can develop benchmark tests	Develop benchmark benchmark tests	Criteria: 1.Assessment Aspect Criteria: 2.1. Very appropriate to the learning formula 3.2. In accordance with the learning formula 4.3. Not suitable. buyer's formulation. 5.4. Irrelevant 6.Score Description: 7.4 = very good 8.3 = good 9.2 = not good 10.1 = very poor	Problem based learning model, lectures, discussions, questions and answers and 4 X 50 assignments			0%
11	Students can develop learning strategies	Develop learning methods and media in the learning process	Criteria: 1.Aspect: 2.1. Very suitable for learning materials 3.2. In accordance with learning materials 4.3. Not suitable. purchasing materials. 5.4. Not appropriate. learning materials 6.Score Description: 7.4 = very good 8.3 = good 9.2 = not good 10.1 = very poor	Collaborative learning model with lectures, discussions, questions and answers and 4 X 50 assignments			0%
12	Students can develop learning materials	Steps for developing learning materials	Criteria: 1.Aspects: 1. Very appropriate to the formulation of learning objectives 2.2. In accordance with the formulation of learning objectives 3.3. Not suitable. formulation of the buyer's objectives. 4.4. Not appropriate. formulation of the buyer's objectives. 5.Score Description: 6.4 = very good 7.3 = good 8.2 = not good 9.1 = very poor	Problem Based Learning Model with Lectures, discussions, questions and answers and 4 X 50 assignments			0%

13	Students can develop formative evaluation tools	Formative evaluation steps	Criteria: 1.Aspect: 2.1. Very appropriate to the formulation of learner goals. 3.2. In accordance with the buyer's stated objectives 4.3. Not suitable. formulation of the buyer's objectives. 5.4. Not in accordance with the formulation of learning objectives 6.Score Description: 7.4 = very good 8.3 = good 9.2 = not good 10.1 = very poor	Problem based learning model using lecture, discussion, question and answer and 4 X 50 training methods			0%
14	Developing learning programs	Steps for developing a learning implementation plan	Criteria: 1.Criteria: 2.5 = very good 3.4 = good 4.3 = not good 5.2 = not good 6.1 = very bad	Problem based learning model using lecture, discussion, question and answer 6 X 50 methods			0%
15	Developing learning programs	Steps for developing a learning implementation plan	Criteria: 1.Criteria: 2.5 = very good 3.4 = good 4.3 = not good 5.2 = not good 6.1 = very bad	Problem based learning model using lecture, discussion, question and answer 6 X 50 methods			0%
16	Developing learning programs	Steps for developing a learning implementation plan	Criteria: 1.Criteria: 2.5 = very good 3.4 = good 4.3 = not good 5.2 = not good 6.1 = very bad	Problem based learning model using lecture, discussion, question and answer 6 X 50 methods			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.