



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Teaching and Learning Strategies	8320102179		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Nur Kholis, 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																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Mastering the typical characteristics of MPBM, theoretical and empirical foundations of MPBM, implementing MPBM planning and implementation, implementing a learning environment, implementing MPBM assessment and evaluation, developing MPBM RPP tools for vocational schools. Describe the theoretical and empirical foundations of SBM, types of learning strategies, how to teach learning strategies.																																					
References	Main :																																					
	1. <ol style="list-style-type: none"> 1) Arends, Richard I. 2007. <i>Learning to Teach</i>. Seventh Edition. Boston: McGraw-Hill. 2) Nur, Mohamad. 2008. <i>Model Pembelajaran Berdasarkan Masalah</i>. Surabaya: PSMS Unesa. 3) Nur, Mohamad. 2005. <i>Strategi-strategi Belajar</i>. Surabaya: PSMS Unesa. 4) Kurikulum 2013 dan KTSP untuk SMK . 5) Hand out: Soft Skills, Andragogi, Pedagogi, dan New Taksonomi Bloom. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Hj. Euis Ismayati, M.Pd. YUDHA ANGGANA AGUNG Yulia Fransisca, S.Pd., 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	Describe the typical characteristics of MPBM.	1. Explaining problem-based learning 2. Explaining the typical characteristics of problem-based learning 3. Describing thinking and problem-solving skills 4. Adult role modeling	Criteria: In accordance with Rubric-01.	Cooperative learning model. 4 X 50			0%
2	Able to understand the concept and meaning of the direct teaching model. Able to utilize technology and information as a learning resource. Able to show mutual respect, responsibility, and ability to work together in learning activities.	1.Explain the definition of a teaching model. 2.Describe the characteristics of the teaching model. 3.Explain the theoretical and empirical support of the direct teaching model. 4.Planning learning applies a direct teaching model. 5.Collecting references related to direct teaching models using the internet. 6.6. Demonstrate mutual respect, responsibility and cooperation.	Criteria: In accordance with the Answer Key to Question 01 (Attachment 1).	Cooperative learning model. Discussion, presentation, question and answer, giving assignments 4 X 50			0%
3	Direct teaching model formative exam.			2 X 50			0%

4	<p>Able to understand the concept and meaning of the cooperative learning model. Able to utilize technology and information as a learning resource. Able to show mutual respect, responsibility, and ability to work together in learning activities.</p>	<ol style="list-style-type: none"> 1.Explain the definition of the cooperative learning model. 2.Describe the student team learning model. 3.Explain the STAD cooperative learning model. 4.Explain the TGT cooperative learning model. 5.Explain the Jigsaw II cooperative learning model. 6.Explains the informal cooperative learning model. 7.Planning learning applies the cooperative learning model. 8.Collecting references related to cooperative learning models using the internet. 9.Demonstrate mutual respect, responsibility and cooperation. 	<p>Criteria: In accordance with the Answer Key to Question 02 (Attachment 2).</p>	<p>Cooperative learning model. Discussions, presentations, questions and answers, giving assignments. 2 X 50</p>			0%
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5	<p>Able to understand the concept and meaning of the cooperative learning model. Able to utilize technology and information as a learning resource. Able to show mutual respect, responsibility, and ability to work together in learning activities.</p>	<ol style="list-style-type: none"> 1.Explain the definition of the cooperative learning model. 2.Describe the student team learning model. 3.Explain the STAD cooperative learning model. 4.Explain the TGT cooperative learning model. 5.Explain the Jigsaw II cooperative learning model. 6.Explains the informal cooperative learning model. 7.Planning learning applies the cooperative learning model. 8.Collecting references related to cooperative learning models using the internet. 9.Demonstrate mutual respect, responsibility and cooperation. 	<p>Criteria: In accordance with the Answer Key to Question 02 (Attachment 2).</p>	<p>Cooperative learning model. Discussions, presentations, questions and answers, giving assignments. 2 X 50</p>			0%
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6	Able to understand the concept and meaning of the cooperative learning model. Able to utilize technology and information as a learning resource. Able to show mutual respect, responsibility, and ability to work together in learning activities.	<ol style="list-style-type: none"> 1.Explain the definition of the cooperative learning model. 2.Describe the student team learning model. 3.Explain the STAD cooperative learning model. 4.Explain the TGT cooperative learning model. 5.Explain the Jigsaw II cooperative learning model. 6.Explains the informal cooperative learning model. 7.Planning learning applies the cooperative learning model. 8.Collecting references related to cooperative learning models using the internet. 9.Demonstrate mutual respect, responsibility and cooperation. 	Criteria: In accordance with the Answer Key to Question 02 (Attachment 2).	Cooperative learning model. Discussions, presentations, questions and answers, giving assignments. 2 X 50			0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

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** 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.