



**Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Integrated Learning	8612203084		T=3	P=0	ECTS=6.72	2	February 5, 2023
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																
	PLO-5	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others															
	PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals															
	PLO-10	Able to develop science and technology in the field of basic education based on global literacy or professional practice through ethnopedagogy-based research to produce innovative and tested work															
	Program Objectives (PO)																
	PO - 1	Able to utilize science and technology in developing integrated learning planning in elementary schools, and developing learning tools and implementing them using an integrated learning approach in elementary schools.															
	PO - 2	Mastering the basic concepts, essence and principles of Integrated Learning, as well as Integrated Learning models for Elementary Schools															
	PO - 3	Able to make decisions based on analysis of concepts and theories of Integrated Learning Development that are in accordance with the themes and learning materials in elementary schools															
	PLO-PO Matrix																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-9</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	P.O	PLO-5	PLO-9	PLO-10	PO-1				PO-2				PO-3		
P.O	PLO-5	PLO-9	PLO-10														
PO-1																	
PO-2																	
PO-3																	

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																

Short Course Description This course examines and analyzes the concepts and theories of Integrated Learning, the nature and basic principles of Integrated Learning, and develops learning tools based on integrated learning models, in accordance with the themes of learning material in elementary schools.

References	Main :
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<ol style="list-style-type: none"> 1. Robbin, Fogarty. 1991. <i>The Mindfull School: How to Integrate the Curricula</i> . Illionis:Skylight Publishing Inc 2. Ana Gimeno and Rafael Seiz. 2010. Content and language integrated learning in higher technical education using the in Genio online multimedia authoring tool. <i>Procedia Social and Behavioral Sciences</i> . Vol. Pp. 3170–3174 3. Draks, M. Susan. 2007. <i>Creating Standard Base Integrated Curriculum</i> . California: Corwin Press 4. Dorin Herlo. 2015 . <i>Improving Efficiency of Learning in Education Master Programs, by Blended Learning</i> . <i>Procedia - Social and Behavioral Sciences</i> . Vol. 191. Pp. 1304 – 1309 5. Loredana Sofia Tudor. 2014. Primary school skills development through integrated activities . <i>Procedia - Social and Behavioral Sciences</i> . Vol. 127. Pp. 722 – 727 6. Mieke Clement and Lug Vandeput. 2016. <i>Blended Learning Design: a shared experience</i>. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 228. Pp. 582 – 586 7. Okaz, Abeer Ali. . 2015. <i>Integrating Blended Learning in Higher Education</i>. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 186. Pp. 600 – 603 8. Phosri, Worawuth, et all. 2014. <i>Integrated Learning Teacher Professional Development in Primary Schools</i>. <i>Procedia - Social and Behavioral Sciences</i> . Vol. 112. Pp. 775 – 780 							
Supporters:							
<ol style="list-style-type: none"> 1. Mathew , Barbara. 1989. <i>Learning Through an Integrating Curriculum: Approach and Guidelines</i> . Victoria: Ministry of Education Victoria 							
Supporting lecturer							
Dr. Heru Subrata, M.Si. Dr. Wiryanto, M.Si. Prof. Dr. Wahyu Sukartiningsih, M.Pd. Prof. Dr. Suryanti, M.Pd. Neni Mariana, S.Pd., M.Sc., Ph.D. Dr. Hitta Alfi Muhimmah, M.Pd. Dr. Nurul Istiq'faroh, 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	Understand the concept and nature and basis of implementing integrated learning	<ol style="list-style-type: none"> 1.1.1 Explain the concept of integrated learning 2.1.2 Analyze the foundations of integrated learning 	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Practice/Performance	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: 1. concept of integrated learning 2. foundations of integrated learning References: <i>Robbin, Fogarty. 1991. The Mindful School: How to Integrate the Curricula. Illinois:Skylight Publishing Inc</i>	3%
2	Master the principles and characteristics of integrated learning	<ol style="list-style-type: none"> 2.1 Explain the principles of Integrated Learning 2.2. Explain the characteristics of integrated learning 2.3. Analyze the objectives of integrated learning 	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities	-Brain Storming - Q&A - Discussion - Assignment - Presentation -Student Active Learning - PBL 3 X 50		Material: principles and characteristics of integrated learning Reader: <i>Dorin Herlo. 2015 . Improving Efficiency of Learning in Education Master Programs, by Blended Learning. Procedia - Social and Behavioral Sciences. Vol. 191. Pp. 1304 – 1309</i>	3%

3	Understand the benefits of blended learning	3.1. Explain the benefits of integrated learning in elementary schools 3.2. Explain the function of integrated learning 3.3. Analyze the functions and benefits of integrated learning in elementary schools	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Brain Storming - Q&A - Discussion - Assignment - Presentation -SCL -CTL 3 X 50		Material: 1. Benefits of integrated learning in elementary schools 2. Functions of integrated learning 3. Functions and benefits of integrated learning in elementary schools Reference: Mieke Clement and Lug Vandeput. 2016. <i>Blended Learning Design: a shared experience. Procedia - Social and Behavioral Sciences. Vol. 228. Pp. 582 – 586</i>	3%
4	Understand the learning theories that underlie the implementation of integrated learning	4.1 Analyzing Sequence Models	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	-Brain storming - Question and answer - Discussion - Assignment - SAL -PBL 3 X 50		Material: Sequence Model (Sequenced) References: Mieke Clement and Lug Vandeput. 2016. <i>Blended Learning Design: a shared experience. Procedia - Social and Behavioral Sciences. Vol. 228. Pp. 582 – 586</i>	7%
5	Understanding Integrated Learning in separate subjects	5.1. Explaining the fragmented model 5.2. Analyzing the connected model 5.3. Explaining the nested model	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	-Lectures - Questions and answers -Discussions -Assignments - Presentations -SCL -CTL 3 X 50		Material: 1. Fragmented model 2. Connected model 3. Nested model References: Robbin, Fogarty. 1991. <i>The Mindful School: How to Integrate the Curricula. Illinois: Skylight Publishing Inc</i>	7%
6	Understand the integration model of several subjects	6.1. Explain the sequenced model 6.2. Explain the shared model 6.3. Explain the webbed model 6.4. Explaining the threaded model 6.5.. Explaining the integrated model	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	-Lectures - Questions and answers -Discussions -Assignments - Presentations -SAL -CTL 3 X 50		Material: 1. Sequenced model 2. Shared model 3. Webbed model 4. Threaded model 5. Integrated model References: Robbin, Fogarty. 1991. <i>The Mindful School: How to Integrate the Curricula. Illinois: Skylight Publishing Inc</i>	7%

7	Understanding Integrated Learning Models Across Students	7.1. Explain the immersed model 7.2. Explain the networked model	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	-Lectures - Questions and answers -Discussions -Assignments - Presentations -SCL -PBL 3 X 50		Material: 1. Immersed model 2. Networked model References: <i>Robbin, Fogarty. 1991. The Mindful School: How to Integrate the Curricula. Illinois: Skylight Publishing Inc</i>	10%
8	UTS	UTS	Criteria: 1.Selected questions have a score of 10 2.UTS questions 10 questions Form of Assessment : Test	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50			10%
9	Skilled in developing Integrated Learning Implementation Plans in separate subjects	1.9.1. Prepare an integrated learning lesson plan; ; 9.3. Developing teaching materials in the RPP 2.9.2. Developing worksheets	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	-Lectures - Questions and answers -Discussions -Assignments - Presentations -SAL - Cooperative Learning 3 X 50		Material: 1. Integrated learning lesson plan; 2. Teaching materials in the Library RPP:	7%
10	Understand the integrated learning model with the integration of several subjects	10.1 Present the design of the integrated learning model that has been selected 10.2 Demonstrate the design of the integrated learning model that has been selected	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: Design and simulation of integrated learning models References: <i>Phosri, Worawuth, et all. 2014. Integrated Learning Teacher Professional Development in Primary Schools. Procedia - Social and Behavioral Sciences. Vol. 112. PP. 775 – 780</i>	7%

11	Presentation of integrated learning model design and simulation	11.1 Present the design of the integrated learning model that has been selected 11.2 Demonstrate the design of the integrated learning model that has been selected	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: 1. Draft design of the integrated learning model that has been selected. 2. Demonstration of the design of the integrated learning model that has been selected. Readers: <i>Ana Gimeno and Rafael Seiz. 2010. Content and language integrated learning in higher technical education using the Genio online multimedia authoring tool. Procedia Social and Behavioral Sciences. Vol.</i>	7%
12	Trials in schools related to the implementation of the integrated learning model	12.1 Practicing integrated learning models in elementary schools 12.2 Carrying out research in schools related to integrated learning models	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: 1. Draft design of the integrated learning model that has been selected. 2. Demonstration of the design of the integrated learning model that has been selected. References: <i>Mieke Clement and Lug Vandeput. 2016. Blended Learning Design: a shared experience. Procedia - Social and Behavioral Sciences. Vol. 228. Pp. 582 – 586</i>	4%
13	Trials in schools related to the implementation of the integrated learning model	13.1 Practicing integrated learning models in elementary schools 13.2 Carrying out research in schools related to integrated learning models	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - SAL - CTL 3 X 50		Material: 1. Testing the integrated learning model in elementary schools 2. Researching schools related to the integrated learning model Reader: <i>Ana Gimeno and Rafael Seiz. 2010. Content and language integrated learning in higher technical education using the Genio online multimedia authoring tool. Procedia Social and Behavioral Sciences. Vol.</i>	5%

14	Report research results published in accredited national journals	14.1. Preparing integrated learning tools for the integrated model 14.2. Compiling student worksheets in integrated learning with the integrated model 14.3. Analyzing assessment instruments for the integrated model 14.4. Making a picture of the thematic flow in integrated learning for the integrated model	Criteria: 1.Participation 2.Task 3.UTS 4.UTS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: 1. Research report related to the results of implementing the integrated learning model 2. Publication of research results in accredited national journals Reader: <i>Robbin, Fogarty. 1991. The Mindful School: How to Integrate the Curricula. Illinois: Skylight Publishing Inc</i>	5%
15	Report research results published in accredited national journals	15.1 Create research reports related to the results of implementing the integrated learning model 15.2 Publish research results in accredited national journals	Criteria: 1.Participation 2.Task 3.UTS 4.UAS Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture - Question and Answer - Discussion - Assignment - Presentation - SCL - PBL 3 X 50		Material: 1. Research report related to the results of implementing the integrated learning model 2. Publication of research results in accredited national journals Reader: <i>Mieke Clement and Lug Vandeput. 2016. Blended Learning Design: a shared experience. Procedia - Social and Behavioral Sciences. Vol. 228. Pp. 582 – 586</i>	5%
16	UAS		Form of Assessment : Test				10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19%
2.	Project Results Assessment / Product Assessment	59.5%
3.	Practice / Performance	1.5%
4.	Test	20%
		100%

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** 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.
- 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.
- 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.