


1.

SEMESTER LEARNING PLAN

		SURABAYA STATE UNIVERSITY FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM				Document Code	
SEMESTER LEARNING PLAN							
COURSES (MK)		CODE	MK family	WEIG HT (credits)	SEMESTER		Compilation Date
Learning Methods and Models		-	Learning Design	T=2	P= 2	-	27 April 2022
AUTHORIZATION		RPS Developer		RMK Coordinator		Head of Study Program	
				-		Dr. Andi Kristanto., M.Pd.	
Learning Outcomes(CP)	CPL-PRODI charged to MK						
	CPL-Attitude	Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher					
	CPL-Knowledge	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy					
	CPL-Special Competencies	Able to utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom					
	CPL-General Competencies	Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology					
	Course Learning Outcomes (CPMK)						
	CPMK-Attitude	Students are able to understand concepts, structures and materials in educational technology related to Learning Methods and Models as developers of Learning Technology, Educational Analysis and Training.					

CPMK-Knowledge.	Students are able to analyze a problem based on the case study method or team based project related to Learning Methods and Models in the field of educational technology, by prioritizing digital literacy.
CPMK-Special Competencies	Students are able to apply technology and information in solving problems in the field of educational technology related to learning methods and models in the field of digital-based inclusive education and education and local wisdom.
CPMK-General Competencies	Students have a sense of responsibility and a scientific, critical and innovative attitude in studying Learning Methods and Models as a professional developer of Educational Technology and Educational/Training Analysts.
The final ability of each learning stage (Sub-CPMK)	
Sub-CPMK1	Able to study the concept of learning strategies
Sub-CPMK2	Able to detail innovative learning concepts
Sub-CPMK3	Able to examine the concept of behaviorism and constructivism approaches
Sub-CPMK4	Able to understand concepts and types of learning methods
Sub-CPMK5	Able to understand concepts and types of learning strategies
Sub-CPMK6	Able to design learning by applying a scientific approach
Sub-CPMK7	Able to examine the concept of direct learning model (MPL)
Sub-CPMK8	Midterm exam
Sub-CPMK9	Able to understand the concept of cooperative learning model (MPK) type student teams achievement division (STAD) and Jigsaw
Sub-CPMK10	Able to understand the concept of Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning models.
Sub-CPMK11	Understand the concept of problem-based learning model (MPBM).
Sub-CPMK12	Understand the concept of project-based learning model (MPBPr).
Sub-CPMK13	Able to understand the concept of electronic learning (e-learning).
Sub-CPMK14	Able to design learning by applying the model of strategic methods and approaches in learning the field of TP.
Sub-CPMK15	Able to design learning by applying the model of strategic methods and approaches in learning the field of TP.

	Sub-CPMK16	Final exams															
Correlation between CPL/CPMK and Sub-CPMK																	
DescriptionShort MK	This course discusses learning methods and models to develop, improve and manage quality learning processes. Lectures are carried out by means of blended learning. Assessment is done by way of questions and answers in writing.																
Study Materials: Learning Materials	<p>Meeting 1:</p> <ol style="list-style-type: none"> 1. Definition of Learning Strategies (Differences in the approach strategy method model) 2. Characteristics and examples of Learning Strategies <p>Meeting 2:</p> <ol style="list-style-type: none"> 1. Definition of Innovative Learning 2. Kinds of Innovative Learning <p>Meeting 3:</p> <ol style="list-style-type: none"> 1. Understanding Behaviorism and Constructivism Approaches 2. Difference between Behaviorism and Constructivism Approach <p>Meeting 4:</p> <ol style="list-style-type: none"> 1. Definition of Learning Method 2. Types of Learning Methods 																

Meeting 5:

2. Definition of Learning Strategy
3. Types of Learning Strategies

Meeting 6:

1. Learning Concepts with Scientific Approach
2. Scientific Learning Steps

Meeting 7:

1. The Concept of Direct Learning Model (MPL)
2. Advantages and Disadvantages of Direct Learning Model (MPL)

Meeting 8:UTS (Doing written questions related to sub-cpmk 1 – 7)

Meeting 9:

1. Concept of Cooperative Learning Model (MPK) Type of Student Teams Achievement Division (STAD) and Jigsaw
2. MPK Advantages and Disadvantages
3. Types and Examples of MPK

Meeting 10:

1. Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) Learning Model Concepts
2. Advantages and Disadvantages of TPS/NHT/TGT
3. Implementation of TPS/NHT/TGT

Meeting 11:

1. Definition of Problem-Based Learning Model (MPBM)
2. Advantages and Disadvantages of MPBM

Meeting 12:

1. Definition of Project-Based Learning Model (MPBPr)
2. Advantages and Disadvantages of MPBPr
3. MPBPr . Implementation

Meeting 13:

1. Understanding Electronic Learning (E-learning)
2. Types and Examples of E-learning
3. Advantages and Disadvantages of E-learning

Meeting 14:

1. Design Steps/Learning Scenarios

Meeting 15:

	1. Design Steps/Learning Scenarios Meeting 16: 1. Written UAS Question						
References	Main: 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia						
	Supporters: 1. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library 2. Rusman. 2013. Learning Models Develop Teacher Professionalism. Jakarta: Rajawali Press 3. Slamet. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta 4. Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima 5. Trianto. 2011. Constructivistic Oriented Innovative Learning Models. Jakarta: Publisher Library Achievements						
Supporting lecturer							
Subjectcondition	-						
Mg to-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Learning Forms, Learning methods, Student Assignment, [Estimated time]		Learning materials [References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Able to study the concept of learning strategies	1. Explaining the concept of learning strategy 2. Explain the definition of the strategy method	A= Very good B= Fine C= Pretty good D=Not good	<i>Lectures, Discussion, Questions and Answers</i> 3 x 50	<i>Lectures, Discussions, Questions and Answers</i> 3 x 45	1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and	2%

		<p>model and approach</p> <p>3. Explain the difference between strategy and approach method models.</p>	<p>& written description</p>			<p>Character Learning Models and Methods. Bogor: Ghalia Indonesia</p> <p>3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library</p>	
2.	Able to detail innovative learning concepts	<p>1. Explain the meaning of innovative learning</p> <p>2. Describe the characteristics of innovative learning.</p> <p>3. Identify the implementation of innovative learning</p>	<p>A= Very good</p> <p>B= Fine</p> <p>C= Pretty good</p> <p>D=Not good</p> <p>& written description</p>	<p><i>Lectures, Discussion, Questions and Answers</i></p> <p>3 x 50</p>	<p><i>Lectures, Discussions, Questions and Answers</i></p> <p>3 x 45</p>	<p>1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa</p> <p>2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia</p> <p>3. Rusman. 2013. Learning Models Develop Teacher Professionalism. Jakarta: Rajawali Press</p>	2%
3.	Able to examine the concepts of behaviorism and constructivism approaches.	<p>1. Explain the concept of behaviorism approach</p> <p>2. Explain the concept of constructivism approach</p> <p>3. Identify the characteristics of</p>	<p>A= Very good</p> <p>B= Fine</p> <p>C= Pretty good</p> <p>D=Not good</p> <p>& written description</p>	<p><i>Presentations, Discussion, Q&A</i></p> <p>3 x 50</p>	<p><i>Presentations, Discussions, Q&A</i></p> <p>3 x 45</p>	<p>1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa</p> <p>2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia</p>	2%

		<p>behaviorism and constructivist approaches</p> <p>4. Identify the differences between behaviorism and constructivist approaches</p> <p>5. Explain the implementation of behaviorism and constructivism approaches</p>				<p>3. Slamet. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta</p> <p>4. Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima</p>	
4.	Able to understand concepts and types of learning methods	<p>1. Clarify the meaning of learning methods</p> <p>2. Identify the types of learning methods.</p> <p>3. Identify the types of learning methods</p>	<p>A= Very good</p> <p>B= Fine</p> <p>C= Pretty good</p> <p>D=Not good & written description</p>	<p><i>Presentatio</i> <i>n,</i> <i>Discussion,</i> <i>Q&A</i> <i>3 x 50</i></p>	<p><i>Presentati</i> <i>on,</i> <i>Discussio</i> <i>n, Q&A</i> <i>3 x 45</i></p>	<p>1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa</p> <p>2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia</p> <p>3. Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima</p>	2%
5.	Able to understand the concepts and types of learning strategies (learning strategies)	<p>1. Describes repeat strategies with examples of implementation.</p>	<p>A= Very good</p> <p>B= Fine</p> <p>C= Pretty good</p>	<p><i>Presentatio</i> <i>n,</i> <i>Discussion,</i> <i>Q&A</i> <i>3 x 50</i></p>	<p><i>Presentati</i> <i>on,</i> <i>Discussio</i> <i>n, Q&A</i> <i>3 x 45</i></p>	<p>1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa</p>	2%

		<ol style="list-style-type: none"> 2. Distinguish between underlining strategies and margin-note strategies with examples of implementation. 3. Mention and explain the organization's PQ4R analogy elaboration strategies. Outlining mapping mnemonics and examples of implementation. 4. Describes metacognitive strategies and examples of application. 	D=Not good & written description			<ol style="list-style-type: none"> 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library 4. Rusman. 2013. Learning Models Develop Teacher Professionalism. Jakarta: Rajawali Press 5. Slamet. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta 	
6.	Able to design learning by applying a scientific approach	<ol style="list-style-type: none"> 1. Explaining the concept of learning with a scientific approach 2. Arrange learning steps with a scientific approach 	A= Very good B= Fine C= Pretty good D=Not good	<i>Presentatio n, Discussion, Q&A 3 x 50</i>	<i>Presentati on, Discussio n, Q&A 3 x 45</i>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models 	2%

			& written description			and Methods. Bogor: Ghalia Indonesia 3. Slamet. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta	
7.	Able to understand the concept of direct learning model (MPL)	<ol style="list-style-type: none"> 1. Identify the meaning of direct learning model (MPL). 2. Examine the theoretical basis of MPL. 3. Studying MPL learning syntax 4. Identify the advantages and disadvantages of MPL 5. Presenting examples of MPL implementation. 	A= Very good B= Fine C= Pretty good D=Not good & written description	<i>Presentatio n, Discussion, Q&A 3 x 50</i>	<i>Presentati on, Discussio n, Q&A 3 x 45</i>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 3. Trianto. 2011. Constructivistic Oriented Innovative Learning Models. Jakarta: Publisher Library Achievements 	2%
8.	Midterm exam	Doing UTS questions	A= Very good B= Fine C= Pretty good D=Not good & written description	<i>90 minute written test</i>	<i>90 minute written test</i>	Sub-CPMK Material 1-7	10%
9.	Understand the concept of cooperative learning model	1. Identify the meaning of the	A= Very good	<i>Presentatio n,</i>	<i>Presentati on,</i>	1. Mustaji, et al. 2020. Handout of Learning	2%

	(MPK) type Student Teams Achievement Division (STAD) and Jigsaw.	<p>cooperative learning model (MPK).</p> <ol style="list-style-type: none"> Examine the theoretical basis of MPK. Examine the syntax of MPK learning. Identify the advantages and disadvantages of MPL Examine the various types of MPK Presents examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types. 	<p>B= Fine C= Pretty good D=Not good & written description</p>	<p><i>Discussion, Q&A</i> 3 x 50</p>	<p><i>Discussion, Q&A</i> 3 x 45</p>	<p>Methods and Models. Surabaya: Education Technology FIP Unesa</p> <ol style="list-style-type: none"> Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library Rusman. 2013. Learning Models Develop Teacher Professionalism. Jakarta: Rajawali Press 	
10.	Able to understand the concept of Think Pair Share (TPS)/Numbered Head Together (NHT)/Team Games Tournament (TGT) learning models.	<ol style="list-style-type: none"> Examine the meaning of TPS/NHT/TGT types Examine the learning syntax of TPS/NHT/TGT. Identify the advantages and disadvantages of TPS/NHT/TGT. 	<p>A= Very good B= Fine C= Pretty good D=Not good & written description</p>	<p><i>Presentation, Discussion, Q&A</i> 3 x 50</p>	<p><i>Presentation, Discussion, Q&A</i> 3 x 45</p>	<ol style="list-style-type: none"> Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 	2%

		4. Presenting examples of the application of STAD and Jigsaw MPK types.				3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library	
11.	Understand the concept of problem-based learning model (MPBM).	<ol style="list-style-type: none"> 1. Identify the meaning of problem-based learning model (MPBM). 2. Examine the theoretical basis of MPBM. 3. Examine the syntax of MPBM learning. 4. Identifying the advantages and disadvantages of MPBM 5. Presenting examples of the implementation of MPBM. 	<p>A= Very good B= Fine C= Pretty good D=Not good & written description</p>	<i>Presentatio n, Discussion, Q&A 3 x 50</i>	<i>Presentati on, Discussio n, Q&A 3 x 45</i>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library 	2%
12.	Able to understand the concept of project-based learning model (MPBPr).	<ol style="list-style-type: none"> 1. Identify the meaning of project-based learning model (MPBPr). 2. Examine the theoretical basis of MPBPr. 	<p>A= Very good B= Fine C= Pretty good D=Not good</p>	<i>Presentatio n, Discussion, Q&A 3 x 50</i>	<i>Presentati on, Discussio n, Q&A 3 x 45</i>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models 	2%

		<ol style="list-style-type: none"> 3. Examine the learning syntax of MPBPr. 4. Identifying the advantages and disadvantages of MPBPr 5. Presenting examples of the implementation of MPBPr. 	& written description			<p>and Methods. Bogor: Ghalia Indonesia</p> <ol style="list-style-type: none"> 3. Slamet. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta 	
13.	Able to understand the concept of electronic learning (e-learning).	<ol style="list-style-type: none"> 1. Identify the meaning of e-learning 2. Detailing the characteristics of e-learning. 3. Identify the advantages and disadvantages of e-learning. 4. Presenting examples of e-learning. 	<p>A= Very good B= Fine C= Pretty good D=Not good & written description</p>	<p><i>Presentatio n, Discussion, Q&A 3 x 50</i></p>	<p><i>Presentati on, Discussio n, Q&A 3 x 45</i></p>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 	2%
14.	Able to design learning by applying the model of strategic methods and approaches in learning the field of TP.	<ol style="list-style-type: none"> 1. Develop scenarios/learning steps. 2. Showing learning scenarios 3. Presenting scenarios/learning steps 	<p>A= Very good B= Fine C= Pretty good D=Not good</p>	<p><i>Presentatio n, Discussion, Q&A 3 x 50</i></p>	<p><i>Presentati on, Discussio n, Q&A 3 x 45</i></p>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models 	13%

			& written description			and Methods. Bogor: Ghalia Indonesia 3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library	
15.	Able to design learning by applying the model of strategic methods and approaches in learning the field of TP.	<ol style="list-style-type: none"> 1. Develop scenarios/learning steps. 2. Showing learning scenarios 3. Presenting scenarios/learning steps 	A= Very good B= Fine C= Pretty good D=Not good & written description	<i>Presentatio n, Discussion, Q&A 3 x 50</i>	<i>Presentati on, Discussio n, Q&A 3 x 45</i>	<ol style="list-style-type: none"> 1. Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Education Technology FIP Unesa 2. Hamdayama, Jumanta. 2014. Creative and Character Learning Models and Methods. Bogor: Ghalia Indonesia 3. Huda, Miftahul. 2014. Teaching and Learning Models: Methodical And Paradigmatic Issues. Yogyakarta: Student Library 	13%
16.	Final exams	Working on UAS	A= Very good B= Fine C= Pretty good D=Not good	<i>Written test 90 minutes</i>	<i>Written test 90 minutes</i>	Sub-CPMK Material 9-15	40%

			& written descriptio n				
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Notes:

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)** is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course** are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)** is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Sub-CP Course (Sub-CPMK)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators** ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria** is a benchmark that is used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:** test and non-test.
8. **Learning form:** 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 the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**= Learning Process, **PT**=Structured Assignments, **KM**= Independent Activities.

4. Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*	Weight (%) Sub-CPMK	Mhs value (0-100)	$\Sigma((Mhs \text{ Grade}) \times (\text{Weight}\%)*)$	Achievement of CPL at the Constitutional Court (%)
1	CPL-P	CPMK-P	Sub-CPMK1	<ol style="list-style-type: none"> 1. Explaining the concept of learning strategy 2. Explain the definition of the strategy method model and approach 3. Explain the difference between strategy and approach method models. 	<ol style="list-style-type: none"> 1. Explain the meaning of learning strategy! 2. Explain the difference between the strategy method model and the approach, give an example! 	2%	2%		
2	CPL-P	CPMK-P	Sub-CPMK2	<ol style="list-style-type: none"> 1. Explain the meaning of innovative learning 2. Describe the characteristics of innovative learning. 3. Identify the implementation of innovative learning 	<ol style="list-style-type: none"> 1. Explain the definition of innovative learning! 2. Explain the characteristics of innovative learning! 3. Make an implementation of innovative learning! 	2%	2%		
3	CPL-P	CPMK-P	Sub-CPMK3	<ol style="list-style-type: none"> 1. Explain the concept of behaviorism approach 	<ol style="list-style-type: none"> 1. Explain the definition of 	2%	2%		

				<ol style="list-style-type: none"> 2. Explain the concept of constructivism approach 3. Identify the characteristics of behaviorism and constructivist approaches 4. Identify the differences between behaviorism and constructivist approaches 5. Explain the implementation of behaviorism and constructivism approaches 	<p>behaviorism approach and constructivism approach!</p> <ol style="list-style-type: none"> 2. Explain the difference between behaviorism approach and constructivism approach, give an example! 					
4	CPL-P	CPMK-P	Sub-CPMK4	<ol style="list-style-type: none"> 1. Clarify the meaning of learning methods 2. Identify the types of learning methods. 3. Identify the types of learning methods 	<ol style="list-style-type: none"> 1. Explain the definition of learning method! 2. Explain the different types of learning methods, and give examples! 	2%	2%			
5	CPL-KU	CPMK-KU	Sub-CPMK5	<ol style="list-style-type: none"> 1. Explain teaching strategies along with examples of application. 2. Distinguish between underlining strategies and margin-note 	<ol style="list-style-type: none"> 1. Explain the meaning and give examples of its application of teaching strategies! 2. Explain the difference between 	2%	2%			

				<p>strategies with examples of implementation.</p> <p>3. Mention and explain the organization's PQ4R analogy elaboration strategies. Outlining mapping mnemonics and examples of implementation.</p> <p>4. Describes metacognitive strategies and examples of application.</p>	<p>metacognitive strategy and PQ4R analogy elaboration strategy, and give examples of its application!</p>					
6	CPL-KU	CPMK-KU	Sub-CPMK6	<p>1. Explaining the concept of learning with a scientific approach</p> <p>2. Arrange learning steps with a scientific approach</p>	<p>1. Explain the definition of the scientific approach!</p> <p>2. Make the implementation of learning by using scientific approach learning steps!</p>	2%	2%			
7	CPL-KU	CPMK-KU	Sub-CPMK7	<p>1. Identify the meaning of direct learning model (MPL).</p> <p>2. Examine the theoretical basis of MPL.</p>	<p>1. Explain the meaning and give an example of the direct learning model (MPL)!</p> <p>2. Explain the difference between</p>	2%	2%			

				<ol style="list-style-type: none"> 3. Studying MPL learning syntax 4. Identify the advantages and disadvantages of MPL 5. Presenting examples of MPL implementation. 	the advantages and disadvantages of MPL, and give an example!						
8	Mid-Semester Evaluation (ETS)							10%	10%		
9	CPL-KU	CPMK-KU	Sub-CPMK9	<ol style="list-style-type: none"> 1. Identify the meaning of the cooperative learning model (MPK). 2. Examine the theoretical basis of MPK. 3. Examine the syntax of MPK learning. 4. Identify the advantages and disadvantages of MPL 5. Examine the various types of MPK 6. Presents examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types. 	<ol style="list-style-type: none"> 1. Explain the definition of cooperative learning model (MPK)! 2. Explain the differences between the various types of MPK, and give examples of their implementation in the world of education! 	2%	2%				
10	CPL-KU	CPMK-KU	Sub-CPMK10	<ol style="list-style-type: none"> 1. Examine the meaning of TPS/NHT/TGT types 	<ol style="list-style-type: none"> 1. Explain the definition of TPS/NHT/TGT 	2%	2%				

				<ol style="list-style-type: none"> 2. Examine the learning syntax of TPS/NHT/TGT. 3. Identify the advantages and disadvantages of TPS/NHT/TGT. 4. Presenting examples of the application of STAD and Jigsaw MPK types. 	<ol style="list-style-type: none"> types, and give an example! 2. Explain the difference between the advantages and disadvantages of TPS/NHT/TGT! 					
11	CPL-KU	CPMK-KU	Sub-CPMK11	<ol style="list-style-type: none"> 1. Identify the meaning of problem-based learning model (MPBM). 2. Examine the theoretical basis of MPBM. 3. Examine the syntax of MPBM learning. 4. Identifying the advantages and disadvantages of MPBM 5. Presenting examples of the implementation of MPBM. 	<ol style="list-style-type: none"> 1. Explain the definition of problem-based learning model (MPBM) and give examples of its implementation in education! 2. Explain the difference between the advantages and disadvantages of MPBM! 	2%	2%			
12	CPL-KU	CPMK-KU	Sub-CPMK12	<ol style="list-style-type: none"> 1. Identify the meaning of project-based learning model (MPBPr). 2. Examine the theoretical basis of MPBPr. 	<ol style="list-style-type: none"> 1. Explain the definition of the project-based learning model (MPBPr) and give examples of its 	2%	2%			

				<ol style="list-style-type: none"> 3. Examine the learning syntax of MPBPr. 4. Identifying the advantages and disadvantages of MPBPr 5. Presenting examples of the implementation of MPBPr. 	<ol style="list-style-type: none"> 2. Explain the difference between the advantages and disadvantages of MPBPr 1 <p>implementation in the world of education!</p>					
13	CPL-KU	CPMK-KU	Sub-CPMK13	<ol style="list-style-type: none"> 1. Identify the meaning of e-learning 2. Detailing the characteristics of e-learning. 3. Identify the advantages and disadvantages of e-learning. 4. Presenting examples of e-learning. 	<ol style="list-style-type: none"> 1. Explain the definition of e-learning and give examples of its implementation in the world of education! 2. Explain the benefits of the e-learning learning model! 3. Explain the advantages and disadvantages of e-learning! 	2%	2%			
14	CPL-KK	CPMK-KK	Sub-CPMK14	<ol style="list-style-type: none"> 1. Develop scenarios/learning steps. 2. Showing learning scenarios 3. Presenting scenarios/learning steps 	<ol style="list-style-type: none"> 1. Make a scenario/steps of learning in the field of Educational Technology and present the scenarios/steps 	13%	13%			

					that you have made!					
15	CPL-KK	CPMK-KK	Sub-CPMK15	<ol style="list-style-type: none"> 1. Develop scenarios/learning steps. 2. Showing learning scenarios 3. Presenting scenarios/learning steps 	<ol style="list-style-type: none"> 1. Make a scenario/steps of learning in the field of Educational Technology and present the scenarios/steps that you have made! 	13%	13%			
16	End of Semester Evaluation (EAS)					40%	40%			
Total weight (%)						100	100			
Student's final grade ($\sum(\text{Mhs Grade}) \times (\text{Weight}\%)$)										

Notes: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes