


SEMESTER LEARNING PLAN

	SURABAYA STATE UNIVERSITY FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM					Code Document
SEMESTER LEARNING PLAN						
COURSES (MK)	CODE	MK group	WEIGHT (credits)		SEMESTER	date Compilation
Learning strategies		Learning Design	T=2	P=2		March 17, 2022
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
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Achievements Learning (CP)	CPL-PRODI charged to MK					
	CPL-S7	Able to realize the character of "Intelligent, Religious, Noble Morals, Independent, Professional and HasExcellence" in daily behavior				
	CPL-P1	Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher				
	CPL-KK3	Solving problems based on the case study method (<i>case method</i>) or project-based group learning (<i>team based project</i>) in the field of Education technology, by prioritizing digital literacy				
	CPL-KU5	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				
	Course Learning Outcomes (CPMK)					
	CPMK-S7	Having the character of "Intelligent, Religious, Noble, Independent, Professional and Has Excellence" in daily behavior as an educational technologist				
	CPMK-P1	Able to master concepts, structures and materials in learning strategies, and able to innovate in planning learning strategies to solve problems in the world of education.				
	CPMK-KK3	Able to analyze problems in the learning process both based on case studies (<i>case method</i>) or project based (<i>team based project</i>) to determine learning strategies that are in accordance with the problems found				

	CPMK-KU5	Able to implement technology and information in the process of solving learning problems and determining learning strategies according to the problems found											
	The final ability of each learning stage (Sub-CPMK)												
	Sub-CPMK1	Students are able to understand the concept of learning strategies											
	Sub-CPMK2	Students are able to understand various concepts of approaches in learning											
	Sub-CPMK3	Students are able to understand the function and purpose of using learning methods											
	Sub-CPMK4	Students are able to understand the definition of success in a learning											
	Sub-CPMK5	Students are able to understand the use of media and learning resources in the learning process											
	Sub-CPMK6	Students are able to understand techniques in getting feedback in learning											
	Sub-CPMK7	Students are able to understand the development of variations in learning											
	Sub-CPMK8	Students are able to understand various strategies in managing the class											
	Sub-CPMK9	Students are able to understand -based learning <i>problem solving</i>											
	Sub-CPMK10	Students are able to understand about students' cognitive and motor development											
	Sub-CPMK11	Students are able to understand basic teaching skills											
	Sub-CPMK12	Students are able to understand the lesson plan											
	Correlation between CPL/CPMK and Sub-CPMK												
		Sub-CPM K1	Sub-CPM K2	Sub-CPM K3	Sub-CPM K4	Sub-CPM K5	Sub-CPM K6	Sub-CPM K7	Sub-CPM K8	Sub-CPM K9	Sub-CPM K10	Sub-CPMK 11	Sub-CPM K12
	CPMK-S7												
	CPMK-P1												
	CPMK-KK3												
	CPMK-KU5												
Brief Description MK	Learning strategies are general patterns in teaching and learning activities to achieve the goals that have been set. By studying Teaching and Learning Strategies, it means that every student begins to enter an activity with educational value. In the course of this lecture, it examines the definition, classification, position, function and various strategies in learning.												
Study Material: Theory Learning	<ol style="list-style-type: none"> 1. Definition, Classification of learning strategies, implementation, nature, characteristics, learning components 2. The concept of approaches and various approaches in learning 3. The position of the method in learning 4. Selection and determination of method 5. Various learning methods 												

6. Practice using learning methods
7. Definition, indicators, assessment, success rate, improvement program, factors that influence learning success
8. Understanding media
9. Media as a tool
10. Media as a learning resource
11. Various media
12. Principles of media selection and use
13. Fundamentals of media selection and use
14. Development and utilization of learning media
15. The purpose of learning variations
16. The principle of using variation in learning
17. Components of variation
18. Class management
19. Classroom management principles
20. Class management components
21. Understanding of students' cognitive and motor development in learning
22. Principles of cognitive and motor development in the classroom
23. Understanding problem solving
24. Application of problem solving methods in learning
25. Eight basic teaching skills
26. Understanding of RPP
27. Components of RPP

References	Main :	
		<ol style="list-style-type: none"> 1. Lefudin. 2017. <i>Study and Study</i>. Yogyakarta: Depublish 2. Haudi. 2021. <i>Learning strategies</i>. Solok: Independent Scholar
	Supporters:	
		<ol style="list-style-type: none"> 1. AD Rooijakers. 1990. <i>Teaching successfully</i>. Jakarta: Gramedia 2. Ali, Muhammad. 1992. <i>Teachers in the Teaching and Learning Process</i>. Bandung: New Rays 3. Bahri D, Syaiful. 2002. <i>Teaching and Learning Strategy</i>. Bandung: Rineka Cipta

4. Medsker, Karen L, et all. 2001. *Models and strategic for Training design*. New York: International Society for performanceimprovement
5. Sudjana, Nana. 2009. *The basics of the teaching and learning process*. Bandung: The new light of algesido

Supporting lecturer

Requirements course

1. Educational Basics
2. Lesson Planning
3. Learning Theory
4. Teaching and Micro Learning Skills

Mg To-	The ultimate ability of each learning stages (Sub-CPMK)	Evaluation		Learning Forms, Learning methods, Student Assignment, [Estimated time]		Theory Learning [References]	Weight Appraiser n(%)
		Indicator	Criteria & Form	Learning Offline (<i>offline</i>)	Learning Online (<i>on line</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Students are able to understand the concept of learning strategies	<ol style="list-style-type: none"> 1. Student can make but need to tian strategy learning 2. Student can give right example-example 3. Student can explain it's the truth learning 4. Student can make 	Written and Oral Test	<ol style="list-style-type: none"> 1. Lectures and question and answer 2. Group discussion poke, 3. Collaborative learning, 	<ol style="list-style-type: none"> 1. Asynchronos online course 2. Synchronous online course 	Attached	8%

		list the characteristics and components learning					
2.	Students are able to understand various concepts of approaches in learning	<ol style="list-style-type: none"> 1. Student could explain various approach 2. Student can give right example-con anyway the relevant van about ber like an approach an 	Written and Oral Test	<ol style="list-style-type: none"> 1. Lectures and question and answer 2. Classical discussion, 3. Assignment 	<ol style="list-style-type: none"> 1. Asynchronou s ous online course 2. Synchronou s online course 	Attached	8%
3.	Students are able to understand the function and purpose of using method learning	<ol style="list-style-type: none"> 1. Student capable mention various deep method learning 2. Student can practice press in use method of purchase lesson 	Written and Oral Test	<ol style="list-style-type: none"> 1. Classical discussion, 2. collaborative learning, 3. presentation 	<ol style="list-style-type: none"> 1. Asynchronou s ous online course 2. Synchronou s online course 	Attached	8%

4.	Students are able to understand the definition of success in learning	<ol style="list-style-type: none"> 1. Student can make but and explain about various nothing good please in learning 2. Student can give right example? 	Written and Oral Test	<ol style="list-style-type: none"> 1. Classical discussion, 2. collaborative learning, 3. presentation 	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 	Attached	8%
5.	Students are able to understand the use of media and learning resources in the process learning	<ol style="list-style-type: none"> 1. Student can explain well and mention understanding and Miscellaneous media in- use in learning 2. Student capable use and utilise deep media process learning 	Written and Oral Test	<ol style="list-style-type: none"> 1. Classical discussion, 2. collaborative learning, 3. presentation 	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 	Attached	8%

6.	Students are able to understand techniques in getting feedback in learning	<ol style="list-style-type: none"> 1. Student could explain about some techniques get feedback 2. Student capable mention various things about technique-bait technique come back 	Written and Oral Test	<ol style="list-style-type: none"> 1. Classical discussion, 2. collaborative learning, 3. presentation 	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 	Attached	7%
7.	Mid-Semester Evaluation (ETS)						
8.	Students are able to understand the development of variations in learning	<ol style="list-style-type: none"> 1. Student could mention variety purpose in learning 2. Student could use principles and component variation in learning 	Written and Oral Test	<ol style="list-style-type: none"> 1. Classical discussion, 2. collaborative learning, 3. presentation 	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 	Attached	7%

9.	Students are able to understand various strategies in managing class	1. Student could explain about management class	Assignment based case study	1. Problem Based Learning 2. Project Based Learning	1. Problem based Learning 2. Project based Learning	Attached	10%
10.	Students are able to understand - based learning <i>problem solving</i>	1. Student could explain method problem solving in learning	Written and Oral Test	1. Collaborative learning, 2. Project Based Learning	1. Asynchronous online course 2. Synchronous online course	Attached	8%
11.	Students are able to understand about development students' cognitive and motor skills	1. Student could explain development cognitive and sis-wa's motorin defense jaran	Written and Oral Test	1. Collaborative learning, 2. Project Based Learning	1. Asynchronous online course 2. Synchronous online course	Attached	8%
12.	Students are able to understand basic teachingskills	1. Student could mention eight skills basic teaching	Assignment based case study	1. Problem Based Learning 2. Project Based Learning	1. Problem based Learning 2. Project based Learning	Attached	10%

13.	Students are able to understand the lesson plan	1. Student capable make lesson plans	Assignment based case study	1. Problem Based Learning 2. Project Based Learning	1. Problem based Learning 2. Project based Learning	Attached	10%
14.	End of Semester Evaluation (EAS)						

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 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.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*	Weight (%) Sub-CPMK	Score Mhs (0-100)	--((Mhs Value) X (Weight%)*)	Achievement CPL on MK (%)
1	CPL-P	CPM-K	Sub CPMK 1	<ol style="list-style-type: none"> 1. Student can make but need to tian strategy learning 2. Student can give right example-example 3. Student can explain it's the truth learning 4. Student can make list the characteristics and components learning 	Task 1 <ol style="list-style-type: none"> 1. Explain clearly short what is it strategy learning and give for example! 2. Mention the characteristics and components from learning! 	8%	8%		
2	CPL-P	CPM-K	Sub CPMK 2	<ol style="list-style-type: none"> 1. Student could explain various approach 2. Student can give right example-con anyway the relevant van about ber like an approach an 	Task 2 <ol style="list-style-type: none"> 1. Explain clearly short variety approach along with examples which is relevant about various the approach! 	8%	8%		

3	CPL-P	CPM-K	Sub CPMK 3	<p>1. Student capable mention various methods in learning</p> <p>2. Students can demonstrate in use method of purchase lesson</p>	<p>Task 3</p> <p>Mention various which method used in learning process and implementation!</p>	8%	8%			
4	CPL-P	CPM-K	Sub CPMK 4	<p>1. Student can make but and explain about various nothing good please in learning</p> <p>2. Student can give right example?</p>	<p>Task 4</p> <p>1. Given a illustration about activity learning, student then analyze is learning could categorized as succeed.</p>	8%	8%			
5	CPL-P	CPM-K	Sub CPMK 5	<p>1. Student can explain weld and mention understanding and Miscellaneous media in-use in learning</p>	<p>Task 5</p> <p>1. Mention several kinds media that capable used in learning along with its use for process learning!</p>	8%	8%			

				2. Student capable use and utilise deep media process learning							
6	CPL-P	CPM-K	Sub CPMK 6	1. Student could explain about some technique get feedback 2. Student capable mention various things about technique-bait technique come back	Task 6 1. Multiple analysis deep technique get feedback!	7%	7%				
7	Mid-Semester Evaluation (ETS)										
8	CPL-P	CPM-K	Sub CPMK 8	1. Student could mention variety purpose in learning 2. Student could use principles and component	Task 8 1. Explain Goals, Principles, and components variation in learning along with implementation!	7%	7%				

				variation in learning						
9	CPL-P	CPM-K	Sub CPMK 9	1. Student could explain ten-management pliers class	Task 9 Created 2 groups consecutively become a learner and learner, then given a problem related to with management class.	10%	10%			
10	CPL-P	CPM-K	Sub CPMK 10	1. Student could explain method problem solving in learning	Task 10 Given a problem problem solving in learning then student analyze what the problem that faced learning that and provide solutions appropriate	8%	8%			
11	CPL-P	CPM-K	Sub CPMK 11	1. Students can explain the flower cognitive and sis-wa's motorin defense jaran	Task 11 Identification development cognitive and motor students in progress learning!	8%	8%			
12	CPL-P	CPM-K	Sub CPMK 12	1. Student could mention eight	Task 12 Made eight group based on eight basic skills	10%	10%			

				skills basic teaching	teach, then student present each one Skills teach with practice!					
13	CPL-P	CPM-K	Sub CPMK 13	1. Student capable make lesson plans	Task 13 Make a scope RPP TP with eyes your college mastered!	10%	10%			
14	End of Semester Evaluation (EAS)									
Total weight (%)						100	100			
Student's final grade $-(\text{Score}) \times (\text{Weight}\%)$										

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