			Document Code
	Universitas Negeri Surabaya **Faculty of Engineering,** **Undergraduate Study Program, Fashion Design Education**		

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Innovative Learning II		8321203113		**T=3**	**P=0**	**ECTS=4.77**	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Imami Arum Tri Rahayu, S.Pd., M.Pd.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Conduct studies and provide an understanding of the concept of instructional planning and development, instructional development models, the role of learning theory, learning media, and learning evaluation, preparing the syllabus and RPP for Fashion Skills in accordance with the current curriculum (KTSP and Curriculum 2013). The methods used are discussions, paper assignments, and presentations.

References	**Main :**
	1. Mulyasa . 2004. Kurikulum Tingkat Berbasis Kompetensi (KBK) . Bandung: Remaja Rosdakarya. 2. Mulyasa . 2007. Kurikulum Tingkat Satuan Pendidikan . Bandung: Remaja Rosdakarya. 3. Mulyasa 2014. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT. Remaja Rosdakarya. 4. Wina Sanjaya . 2008. Perencanaan dan Desain Sistem Pembelajaran . Jakarta: Kencana 5. Sani Ridwan, Abdulloh . 2014. Pembelajaran Saintifik untuk Implementasi Kurikulum 2013. Jakarta: Bumi Aksara.
	Supporters:
Supporting lecturer	Dr. Lutfiyah Hidayati, S.Pd., M.Pd. Imami Arum Tri Rahayu, S.Pd., M.Pd. Ma'rifatun Nashikhah, 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	1. Students understand and agree to the Lecture Contract. 2. Students understand the Concept of Learning Planning	Students are able to explain the scope of the Learning Planning Course Concept of Learning Planning 1. Explain the meaning of learning planning 2. Explain the objectives and benefits of learning planning 3. Explain the factors that play a role in Learning Planning 4. Look for relationships between components in learning planning 5. Explain the criteria and procedures for preparing learning plans	**Criteria:** 1. Material mastery 75% 2. Group collaboration 15% 3. Craftsmanship & neatness of report arrangement 10%	3 X 50 online discussion tutorial			0%
2	Understanding learning planning in a systems approach Understanding instructional system design	1. Describe learning planning in a systems approach 2. Explain the definition of instructional system design 3. Explain several types of instructional system design 4. Explain the steps for developing PPSI model instructional design Dick & Carrey Briggs and J. Kemp	**Criteria:** 1. 1. Mastery of material 75% 2. 2. Group collaboration 15% 3. 3. Craft and neatness report 10%	Discussion Presentation Writing a report on the results of an online discussion 3 X 50			0%
3	Students understand the characteristics of students as an important factor in the process of designing learning	1. State the definition of student characteristics 2. Identify the goals and benefits of studying student characteristics 3. Explain the characteristics of students from the physical, social, moral, cultural, emotional and intellectual aspects	**Criteria:** 1. 1. score 10 2. 2. score 15 3. 3. score 15 4. 4. score 60 5. Total score 100	Cooperative Learning 3 X 50			0%
4	Students understand the concept of the 2013 vocational school curriculum	1. Explain the characteristics of the 2013 Vocational School Curriculum 2. Explain the background to changes in the 2013 Vocational School Curriculum 3. Explain the differences between the 2013 Vocational School Curriculum and KTSP 4. Explain the demands of the 2013 Vocational School Curriculum	**Criteria:** 1. 1. score 20 2. 2. score 25 3. 3. score 35 4. 4. score 20 5. Total score 100	Cooperative learning 3 X 50			0%

| 5 | Students understand the substance of the 2013 SMK curriculum | 1. Identify the 2013 vocational school curriculum structure 2. Explain the concept of KI in K13 3. Explain the concept of KD in K13 4. Explain the syllabus in the context of K13 5. Explain the RPP in the context of K13 | **Criteria:**
 1.1. score 10
 2.2. score 10
 3.3. score 10
 4.4. score 10
 5.5. score 15
 6.6. score 10
 7.7. score 10
 8.8. score 10
 9.9. score 15
 10.Total score 100 | Cooperative learning 3 X 50 | | | | 0% |
| 6 | Students understand the process of developing a syllabus based on the 2013 curriculum | 1. Explain the components of the 2013 SMK curriculum syllabus 2. Describe the core competencies in basic competencies 3. Formulate indicators 4. Determine teaching materials 5. Select learning resources and learning media that are in accordance with KD 6. Determine the allocation of learning time according to KD 7. Determine learning strategies according to the characteristics of KD teaching materials and students 8. Formulate learning experiences 9. Design assessment techniques and instruments | **Criteria:**
 1.1. Suitability of teaching materials with KD (score 20)
 2.2. Accuracy in choosing learning methods (score 20)
 3.3. Suitability of learning resources (score 15)
 4.4. Accuracy of time allocation calculations (score 10)
 5.5. Accuracy of assessment techniques (score 25)
 6.6. Speed and accuracy in preparing the syllabus (10)
 7.Total score 100 | Cooperative learning 3 X 50 | | | | 0% |

7	Students understand the process of developing a syllabus based on the 2013 curriculum	1. Explain the components of the 2013 SMK curriculum syllabus 2. Describe the core competencies in basic competencies 3. Formulate indicators 4. Determine teaching materials 5. Select learning resources and learning media that are in accordance with KD 6. Determine the allocation of learning time according to KD 7. Determine learning strategies according to the characteristics of KD teaching materials and students 8. Formulate learning experiences 9. Design assessment techniques and instruments	**Criteria:** 1.1. Suitability of teaching materials with KD (score 20) 2.2. Accuracy in choosing learning methods (score 20) 3.3. Suitability of learning resources (score 15) 4.4. Accuracy of time allocation calculations (score 10) 5.5. Accuracy of assessment techniques (score 25) 6.6. Speed and accuracy in preparing the syllabus (10) 7.Total score 100	Cooperative learning 3 X 50			0%
8	SUB SUMATIVE EXAMINATION			3 X 50			0%
9	Students understand the process of developing lesson plans in the K13 context	1. Explain the components of the RPP in the context of K13 2. Explain the procedures for developing RPPs in the context of K13 3. Skilled in developing RPPs for fashion design vocational school subjects in the context of K13	**Criteria:** 1.1. Completeness of RPP components (score 10) 2.2. Conformity of RPP with syllabus (score 15) 3.3. Conformity/accuracy of the contents of the RPP with KI and KD (50) 4.4. Accuracy/thoroughness (score 10) 5.5. Creativity (score 10) 6.6. Report neatness (score 5) 7.Total score 100	Cooperative Learning 3 X 50			0%
10	Students understand the process of developing lesson plans in the K13 context	1. Explain the components of the RPP in the context of K13 2. Explain the procedures for developing RPPs in the context of K13 3. Skilled in developing RPPs for fashion design vocational school subjects in the context of K13	**Criteria:** 1.1. Completeness of RPP components (score 10) 2.2. Conformity of RPP with syllabus (score 15) 3.3. Conformity/accuracy of the contents of the RPP with KI and KD (50) 4.4. Accuracy/thoroughness (score 10) 5.5. Creativity (score 10) 6.6. Report neatness (score 5) 7.Total score 100	Cooperative Learning 3 X 50			0%

11	Students understand the process of developing lesson plans in the K13 context	1. Explain the components of the RPP in the context of K13 2. Explain the procedures for developing RPPs in the context of K13 3. Skilled in developing RPPs for fashion design vocational school subjects in the context of K13	**Criteria:** 1.1. Completeness of RPP components (score 10) 2.2. Conformity of RPP with syllabus (score 15) 3.3. Conformity/accuracy of the contents of the RPP with KI and KD (50) 4.4. Accuracy/thoroughness (score 10) 5.5. Creativity (score 10) 6.6. Report neatness (score 5) 7.Total score 100	Cooperative Learning 3 X 50			0%
12	Students are able to understand the development of modules and worksheets	1. Explain the characteristics of the module 2. Identify the components of the module 3. explain the module development process 4. Explain the characteristics of the LKS 2. Identify the components of the LKS 3. explain the process of developing the LKS	**Criteria:** 1.1. Completeness of module content/LKS (score 15) 2.2. Suitability of module contents/LKS (45) 3.3. Accuracy (score 15) 4.4. Creativity (score 15) 5.5. Neatness (score 10) 6.Total score 100	3 X 50 Project Learning			0%
13	Students are able to understand the development of modules and worksheets	1. Explain the characteristics of the module 2. Identify the components of the module 3. explain the module development process 4. Explain the characteristics of the LKS 2. Identify the components of the LKS 3. explain the process of developing the LKS	**Criteria:** 1.1. Completeness of module content/LKS (score 15) 2.2. Suitability of module contents/LKS (45) 3.3. Accuracy (score 15) 4.4. Creativity (score 15) 5.5. Neatness (score 10) 6.Total score 100	3 X 50 Project Learning			0%
14	Students are able to apply lesson plans in learning (simulation/peer teaching) in class	1. Create learning scenarios based on the RPP. 2. Carry out learning (peer teaching) according to the RPP	**Criteria:** 1.1. Completeness of teaching tools (score 10) 2.2. Conformity of learning scenarios with RPP (score 20) 3.3. Conformity of performance chronology with scenario and lesson plan (score 40) 4.4. Appearance readiness (score 20) 5.4. Creativity & neatness (score 10) 6.Total score 100	Role Play method 3 X 50			0%
15	Students are able to apply lesson plans in learning (simulation/peer teaching) in class	1. Create learning scenarios based on the RPP. 2. Carry out learning (peer teaching) according to the RPP	**Criteria:** 1.1. Completeness of teaching tools (score 10) 2.2. Conformity of learning scenarios with RPP (score 20) 3.3. Conformity of performance chronology with scenario and lesson plan (score 40) 4.4. Appearance readiness (score 20) 5.4. Creativity & neatness (score 10) 6.Total score 100	Role Play method 3 X 50			0%

16	SUMATIVE TEST (US)			3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.