



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Learning Planning	8321203085		T=3	P=0	ECTS=4.77	4	July 17, 2024										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator											
				Imami Arum Tri Rahayu, S.Pd., M.Pd.											
Learning model	Case Studies																
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	Mastery of learning planning concepts and their application in the learning process in the field of fashion, including basic concepts of learning planning, learning in a systems approach, system development and instructional design, syllabus, identification of basic competencies and learning objectives, selection of teaching materials, determination of learning strategies, development of learning media , Development of learning assessment instruments, and preparation of lesson plans in the field of fashion skills. Learning is designed using a Project-based Learning approach. Process and product assessments are carried out through portfolio assessments, written and performance tests.																
References	Main :																
	1. Madjid, Abdul. (2013). Perencanaan Pembelajaran. Bandung: Remaja RosdakaryaAmri, Sofyan. (2013). Pengembangan dan Model Pembelajaran dalam Kurikulum 2013. Jakarta: Prestasi PustakaArends, R.I. ((2012). Learning to teach. New York: McGrawHill.Ibrahim, I & Syaodih, N. (2010). Perencanaan Pembelajaran. Jakarta: Rineka CiptaSuparman, M.Atwi. (2012). Desain Instruksional Modern. Jakarta: ErlanggaTIM. (2016). Keterampilan Dasar Mengajar. Surabaya: Jurusan PKK UnesaMulyasa (2007). Kurikulum Tingkat Satuan Pendidikan. Bandung: Remaja Rosdakarya																
	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	Lecture contract: 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% Form of Assessment : Participatory Activities		3 X 50 discussion	Material: Concept of learning planning Reference: <i>Madjid, Abdul. (2013). Learning Planning. Bandung: Teenagers Rosdakarya Amri, Sofyan. (2013). Development and Learning Models in the 2013 Curriculum. Jakarta: Achievement PustakaArends, RI ((2012). Learning to teach. New York: Mc-GrawHill. Ibrahim, I & Syaodih, N. (2010). Learning Planning. Jakarta: Rineka CiptaSuparman, M. Atwi. (2012). Jakarta: ErlanggaTIM (2016).</i>	5%
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. Explains the steps for developing the PPSI instructional design model by 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% Form of Assessment : Participatory Activities	Presentation Discussion Writing a report on the results of the discussion 3 X 50		Material: Instructional design References: <i>Madjid, Abdul. (2013). Learning Planning. Bandung: Teenagers Rosdakarya Amri, Sofyan. (2013). Development and Learning Models in the 2013 Curriculum. Jakarta: Achievement PustakaArends, RI ((2012). Learning to teach. New York: Mc-GrawHill. Ibrahim, I & Syaodih, N. (2010). Learning Planning. Jakarta: Rineka CiptaSuparman, M. Atwi. (2012). Jakarta: ErlanggaTIM (2016).</i>	5%
3				Cooperative Learning 3 X 50			0%
4				Cooperative learning 3 X 50			0%

5	Students are able to develop lesson plans in the field of fashion design based on the principles of the 2013 curriculum	Prepare lesson plans in the field of fashion design learning based on the principles of the 2013 curriculum	<p>Criteria: The RPP is prepared based on the substance standards of the 2013 curriculum learning plan and lesson materials</p> <p>Form of Assessment : Participatory Activities</p>	3 X 50 discussion		<p>Material: Learning plan Reader: <i>Madjid, Abdul. (2013). Learning Planning. Bandung: Teenagers Rosdakarya Amri, Sofyan. (2013). Development and Learning Models in the 2013 Curriculum. Jakarta: Achievement PustakaArends, RI ((2012). Learning to teach. New York: Mc-GrawHill. Ibrahim, I & Syaodih, N. (2010). Learning Planning. Jakarta: Rineka CiptaSuparman, M. Atwi. (2012). Jakarta: ErlanggaTIM (2016).</i></p>	10%
6	Students are able to develop lesson plans in the field of fashion design based on the principles of an independent curriculum	Prepare lesson plans in the field of fashion design learning based on the principles of an independent curriculum	<p>Criteria: The RPP is prepared based on the standard substance of the independent curriculum learning plan and subject matter in the field of fashion design</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	3 X 50 discussion		<p>Material: Learning plan Reader: <i>Madjid, Abdul. (2013). Learning Planning. Bandung: Teenagers Rosdakarya Amri, Sofyan. (2013). Development and Learning Models in the 2013 Curriculum. Jakarta: Achievement PustakaArends, RI ((2012). Learning to teach. New York: Mc-GrawHill. Ibrahim, I & Syaodih, N. (2010). Learning Planning. Jakarta: Rineka CiptaSuparman, M. Atwi. (2012). Jakarta: ErlanggaTIM (2016).</i></p>	10%
7			<p>Form of Assessment : Project Results Assessment / Product Assessment</p>				0%
8	SUB SUMATIVE EXAMINATION			3 X 1			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 K132. Explain the procedures for developing RPPs in the context of K133. Skilled in developing lesson plans for fashion design vocational school subjects in the K13 context	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 9 X 50			0%
10							0%
11							0%
12				6 X 50 Project Learning			0%
13							0%
14	Students are able to apply lesson plans in learning (simulation/peer teaching) in class	1. Create a learning scenario based on RPP2. Carrying 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 6 X 50 method			0%
15							0%
16	SUMATIVE TEST (US)			3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	5%
		30%

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.