



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
PLP	8321204133		T=4	P=0	ECTS=6.36	7	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
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																
	Program Objectives (PO)																																
	PLO-PO Matrix																																
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

Short Course Description	· This course provides an understanding of observation activities, analysis and direct appreciation of activities related to school culture, school management, planning, implementation and evaluation of learning by taking into account the diversity of students, formal, curricular, co-curricular and extracurricular activities as well as school dynamics as an educational and learning development institution and provides learning guidance experience.
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References	Main :
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1.

Referensi:

1. Arend, R.I., 2012. *Learning to Teach* . New York: Mc Grow-Hill International Edition.
2. Hyland, Ken., & Wong, Lilian L. C. 2016. *Innovation and Cange in English Language Education* . London: Ruthledge.
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6. Taniredja, Tukiran dkk. 2015. *Model-Model Pembelajaran Inovatif dan Efektif* . Bandung: Alfabeta.
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8. Pusat Pengelolaan Praktik Pembelajaran- LP3M Unesa, 2019. *Buku Pedoman Pengenalan Lapangan Persekolahan(PLP)* : Surabaya

Supporters:

Supporting lecturer

Dr. Lutfiyah Hidayati, S.Pd., M.Pd.
Imami Arum Tri Rahayu, 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	Understand the concept of school-based management and the development of morals and character	1. Explain the concept of SBM with examples. Explain the concept of developing character with examples		4 X 50			0%
2	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. Identify the concept of analysis and direct appreciation of activities related to school culture, scope and examples		4 X 50			0%
3	Identify the concept of observation, analysis and direct appreciation of activities related to school culture	1. Explain the concept of observation activities, scope and examples. Identify the concept of analysis and direct appreciation of activities related to school culture, scope and examples		4 X 50			0%

4	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools		10 X 50			0%
5	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools		10 X 50			0%
6	Understand the concept of planning, implementing and evaluating learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media	1. Able to understand the design of planning, implementation and evaluation of learning by taking into account the diversity of learning students at the level of approach/method, design (syllabus), procedures (techniques in the classroom), learning materials and media. Able to understand various concepts of approaches/methods, design (syllabus), procedures (techniques in the classroom), learning materials and media in schools		10 X 50			0%
7	Identify formal, curricular, co-curricular and extracurricular activities (non-academic learning) as well as the dynamics of schools as educational and learning development institutions	1. Explain the concept of formal, curricular, co-curricular and extracurricular activities. Explain the dynamics of schools as educational and learning development institutions		4 X 50			0%
8	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
9	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%

10	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
11	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
12	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
13	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
14	Implement guided teaching exercises at various levels according to the teaching practice site	1. Able to apply learning plans in guided teaching training		10 X 50			0%
15	Prepare reports on school field activities	Able to prepare reports as a form of final activity assignment		4 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

