



Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
INNOVATIVE LEARNING II	8321303004		T=0	P=0	ECTS=0	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Nia Kusstianti, 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																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 100px; text-align: center;">P.O</td> </tr> </table>		P.O																															
	P.O																																	
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	16
	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, preparation of the syllabus and RPP for Beauty Skills in accordance with the current curriculum (revised 2013 Curriculum). The methods used are discussions, paper assignments, and presentations. Learning is carried out online using internet media platforms: zoom meeting, WhatsApp and Goglemate. Links will be shared on the G WhatsApp group.

References	<p>Main :</p> <p>1. Referensi: 1. Abdul Gafur. 1989. <i>Desain Instruksional</i> . Solo: Tiga Serangkai. 2. Mulyasa. 2004. <i>Kurikulum Tingkat Berbasis Kompetensi (KBK)</i> . Bandung: Remaja Rosdakarya. 3. Mulyasa. 2007. <i>Kurikulum Tingkat Satuan Pendidikan</i> . Bandung: Remaja Rosdakarya. 4. Mulyasa 2014. <i>Pengembangan dan Implementasi Kurikulum 2013</i>. Bandung: PT. Remaja Rosdakarya. 5. Wina Sanjaya. 2008. <i>Perencanaan dan Desain Sistem Pembelajaran</i> . Jakarta: Kencana. Sani Ridwan, Abdulloh. 2014. <i>Pembelajaran Sainifik untuk Implementasi Kurikulum 2013</i>. Jakarta: Bumi Aksara</p> <p>Supporters:</p>
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Supporting lecturer Dra. Arita Puspitorini, M.Pd.
 Biyan Yesi Wilujeng, 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	Able to understand the basic concepts of planning and learning planning	<p>- Explain the basic concepts of planning and learning planning - Explain the objectives and benefits of planning and learning planning. - Describe the scope of planning and learning planning.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%
2	Students are able to understand the instructional design systems approach	<p>- Explain the definition of an instructional design system - Explain several types of instructional design systems - Explain the steps in developing the PPSI, Dick & Carry, Briggs, and J.E. models. Kemp.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%
3	Students are able to understand the characteristics of students	<p>- Explain the characteristics of students from physical, social, moral, cultural, emotional and intellectual aspects.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%

4	Understand the concept of the 2013 Vocational School curriculum	<ul style="list-style-type: none"> - Explain the reasons for changes to the 2013 curriculum - Explain the differences between the 2013 curriculum and the revised K13 - Explain the demands of the 2013 curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50		0%
5	Understand the substance of the 2013 SMK curriculum	<ul style="list-style-type: none"> - Explain the structure of the 2013 Vocational School curriculum - Explain the concepts of KI - 1, KI-2, KI-3, and KI-4. - Explains KD for KI -1, KI-2, KI-3, and KI-4. - Explain the form and demands of the syllabus and RPP 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50		0%
6	Understand the concept of developing modules/handouts, worksheets, media and LPs	<ul style="list-style-type: none"> - Explain the Module/handout development process - Explain the LKS development process - Explain the Media development process - Explain the LP development process 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50		0%

7	Understand the concept of developing modules/handouts, worksheets, media and LPs	- Explain the Module/handout development process - Explain the LKS development process - Explain the Media development process - Explain the LP development process	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%
8	UTS	UTS material 1-7	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Closebook 3 X 50			0%
9	Understand the syllabus development process based on the 2013 curriculum	- Explain the syllabus development process - Skilled in developing syllabi based on the 2013 curriculum	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to create a syllabus, presentations and questions and answers 3 X 50			0%

10	Understand the syllabus development process based on the 2013 curriculum	- Explain the syllabus development process - Skilled in developing syllabi based on the 2013 curriculum	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to create a syllabus, presentations and questions and answers 3 X 50			0%
11	Understand the process of developing lesson plans based on the 2013 curriculum syllabus by applying a direct learning model	- Explains the RPP development process - Skilled in developing RPPs based on the 2013 curriculum with a direct learning model	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to make lesson plans, presentations and questions and answers 3 X 50			0%
12	Understand the process of developing lesson plans based on the 2013 curriculum syllabus by applying a direct learning model	- Explains the RPP development process - Skilled in developing RPPs based on the 2013 curriculum with a direct learning model	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to make lesson plans, presentations and questions and answers 3 X 50			0%

13	Understand the process of developing lesson plans based on the 2013 curriculum syllabus by applying innovative learning models with a STEM approach	- Explain the process of developing lesson plans - Skilled in developing lesson plans based on the 2013 curriculum with innovative learning models	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to make lesson plans, presentations and questions and answers 3 X 50			0%
14	Understand the process of developing lesson plans based on the 2013 curriculum syllabus by applying innovative learning models with a STEM approach	- Explain the process of developing lesson plans - Skilled in developing lesson plans based on the 2013 curriculum with innovative learning models	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to make lesson plans, presentations and questions and answers 3 X 50			0%
15	Understand the process of developing lesson plans based on the 2013 curriculum syllabus by applying innovative learning models with a STEM approach	- Explain the process of developing lesson plans - Skilled in developing lesson plans based on the 2013 curriculum with innovative learning models	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Lectures, discussions, assignments to make lesson plans, presentations and questions and answers 3 X 50			0%

16	UAS	As per meeting 7-15	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3)	Closebook 3 X 50			0%
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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.**