| | 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
School Curriculum		8321302004		T=2	P=0	ECTS=3.18	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Nia Kusstianti, 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	Conduct studies and provide an understanding of the basic theory of the curriculum and the Cosmetology Skills Vocational School Curriculum which consists of curriculum concepts, curriculum planning, curriculum development philosophy, curriculum development principles, curriculum design, curriculum implementation, success factors for curriculum implementation, the essence of the 2013 Curriculum, the content standards of the 2013 Curriculum , 2013 Vocational School curriculum, implementation and innovation of the 2013 curriculum, prototype curriculum, implementation of the prototype curriculum, implementation of the prototype curriculum, differences between the 2013 curriculum and the prototype, structure of the Cosmetology Skills Vocational School curriculum, Core Competencies and Basic Competencies, syllabus concept, and analysis of the Vocational School Skills syllabus Cosmetology, learning outcomes of Cosmetology Skills Vocational School. The methods used are discussions, paper assignments, and presentations.

References	Main :

1. Arifin,Zainal. 2011. **Konsep dan Model Pengembangan Kurikulum** .Bandung: Remaja Rosdakarya.
   Muhammad Busro dan Siskandar, 2017, Perencanaan dan Pengembangan Kurikulum, Yogjakarta: Media Akademik
   Mulyasa 2014. **Pengembangan dan Implementasi Kurikulum 2013.** Bandung: PT. Remaja Rosdakarya.
   Mulyasa. 2004. **Kurikulum Berbasis Kompetensi** . Bandung: Remaja Rosdakarya.
   Mulyasa. 2004. **Kurikulum Tingkat Satuan Pendidikan** . Bandung:Remaja Rosdakarya.
   Supangat.2022. **Kurikulum 2022** . Depok: Jawab Barat
   Wina Sanjaya.2010 **. Kurikulum Dan Pembelajaran,** (KTSP) Jakarta: Prenada Media Gruop.
   Yani Ahmad.2014. **Mindset Kurikulum 2013** . Bandng:Alfabeta.

	Supporters:

Supporting lecturer	Dr. Maspiyah, M.Kes. Novia Restu Windayani, 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 curriculum concepts	- Examining the rationale for the urgency of curriculum in education - Examining curriculum theory - Identifying the function and role of the 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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
2	· Students are able to understand curriculum planning. . Students are able to understand curriculum concepts	- Describe the concept of curriculum planning - Function of curriculum planning - Curriculum planning model - Principles and principles - Describe the objectives of the curriculum - Describe the role and function of the curriculum - The essence of educational objectives - Describe the concept of the curriculum based on the philosophy of its developer - Identify the concept of the curriculum in accordance with existing educational institutions	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	· Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%

3	Students are able to understand the organization of the curriculum	- Describe the concept of curriculum organization - Describe the types of curriculum organization - Describe the factors related to curriculum organization Describe the principles of curriculum organization	**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) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
4	Students are able to understand the curriculum as a system	- Describe. System, systematic and component concepts - Describe the components in the 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) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%

| 5 | Students are able to understand coaching, development, changes and renewal of the curriculum | - Describe the concepts, principles, foundations, approaches to curriculum development - Describe the forms, types, steps and levels of curriculum development | **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)
 6.Student Final Grade:
 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.

 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50 | | | 0% |
| 6 | Students are able to understand curriculum development models | - Describe Curriculum Development Models - Describe the steps for Competency Based Curriculum Development | **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)
 6.Student Final Grade:
 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.

 Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment | Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50 | | | 0% |

| 7 | Students are able to understand curriculum development models | - Describe Curriculum Development Models - Describe the steps for Competency Based Curriculum Development | **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)
6. Student Final Grade:
7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.

Form of Assessment :
Participatory Activities | Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50 | | | 0% |
| 8 | UTS | | | **Form of Assessment** :
Test | UTS 2 X 50 | | | 0% |

9	Students are able to understand the 2013 Curriculum	- Describe the rationale for changes in the development of the 2013 Curriculum - Describe the basis for the development of the 2013 Curriculum - Describe the objectives of the 2013 Curriculum development - Describe the objectives of the 2013 Curriculum development - Describe the competency-based Curriculum 2013 - Describe the development of the 2013 curriculum structure	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
10	Students are able to understand the 2013 Curriculum	- Describe the rationale for changes in the development of the 2013 Curriculum - Describe the basis for the development of the 2013 Curriculum - Describe the objectives of the 2013 Curriculum development - Describe the objectives of the 2013 Curriculum development - Describe the competency-based Curriculum 2013 - Describe the development of the 2013 curriculum structure	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%

11	Students are able to understand the implementation of the 2013 Curriculum	- Designing effective and meaningful learning - Organizing learning - Selecting and determining learning approaches - Building Competency (KI) and integrated character	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
12	Students are able to understand the 2013 Curriculum innovations	- Describe the advantages of the 2013 Curriculum - Describe the assumptions of the 2013 Curriculum - Describe the comparison of the 2013 Curriculum and KTSP - Describe the differences in the essence of the 2013 Curriculum and KTSP - Describe the Core Competencies of Vocational Schools	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%

13	Students are able to understand the meaning of the prototype curriculum	- Describe the meaning of a prototype curriculum - Describe the advantages of a prototype curriculum - Various learning techniques in a prototype curriculum - Various types of prototype curriculum - Application of a prototype 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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
14	Students are able to understand the concepts of the syllabus	- Describe the meaning of a syllabus - Describe the stages of syllabus development - Describe the principles and components of a syllabus	**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) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%

15	Students are able to understand the skills syllabus analysis	- Describe the syllabus for various subjects in vocational school - Describe the syllabus for vocational school subjects according to the academic calendar	**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) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50			0%
16	UAS	UAS	**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) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	UAS 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.