



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
Vocational School Curriculum Study	8321302004	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Maspiyah, M.Kes dan Novia Restu Windayani, S.Pd, M.Pd				Nia Kusstanti, S.Pd., M.Pd.	

Learning model	Project Based Learning																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-5 Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively																																																																																																				
	PLO-6 Skilled in designing and implementing learning tools in schools by prioritizing local wisdom and regional culture																																																																																																				
	PLO-9 Create, design, carry out research, analyze and implement research results																																																																																																				
	PLO-10 Able to explain concepts in the field of pedagogy																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Applying educational expertise and utilizing science and technology in solving problems related to education both theoretically and practically and being able to adapt to the situations faced.																																																																																																				
	PO - 2 Master theoretical concepts about education in depth and be able to formulate procedural problem solving																																																																																																				
	PO - 3 Make the right decisions based on information and data analysis and be able to provide guidance in choosing various alternative solutions independently and in groups																																																																																																				
	PO - 4 Responsible for self-learning performance, agreement with group colleagues in understanding basic educational concepts both theoretically and practically and able to properly apply relevant educational theories in their field of study																																																																																																				
	PLO-PO Matrix																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-9</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-5	PLO-6	PLO-9	PLO-10	PO-1					PO-2					PO-3					PO-4																																																																															
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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, Independent Curriculum and structure of the Vocational School curriculum Cosmetology Skills, Core Competencies and Basic Competencies, syllabus concept, and analysis Cosmetology Skills Vocational School syllabus, Cosmetology Skills Vocational School learning outcomes. The methods used are discussions, paper assignments, and presentations.
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References		Main :					
		<ol style="list-style-type: none"> 1. Arifin,Zainal. 2011. Konsep dan Model Pengembangan Kurikulum.Bandung: Remaja Rosdakarya. 2. Muhammad Busro dan Siskandar, 2017, Perencanaan dan Pengembangan Kurikulum, Yogyakarta: Media Akademik 3. Mulyasa 2014. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT. Remaja Rosdakarya 4. Mulyasa. 2004. Kurikulum Berbasis Kompetensi. Bandung: Remaja Rosdakarya 5. Mulyasa. 2004. Kurikulum Tingkat Satuan Pendidikan. Bandung:Remaja Rosdakarya 6. Supangat.2022. Kurikulum 2022. Depok: Jawab Barat 7. Wina Sanjaya.2010. Kurikulum Dan Pembelajaran, (KTSP) Jakarta: Prenada Media Gruop. 8. Yani Ahmad.2014. Mindset Kurikulum 2013. Bandng:Alfabeta 9. Kemendikbudristek. 2021. Presentasi Sosialisasi Kurikulum Merdeka. Jakarta : Kemendikbudristek 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Jaka Andika, Nursidik, and dkk. "Kebijakan Kurikulum Prototype (Solusi Dan Ironi)." At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam 6, no. 1 (2022): Hal. 111-112 					
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	<ol style="list-style-type: none"> 1.Examining the rationale for the urgency of curriculum in education 2.Examining curriculum theory 3.Identify the function and role of the curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.100 marks if all answers are correct 2.50 marks if 1 question is answered correctly <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, questions and answers, discussions, paper assignments, and 2 X 50 presentations	Lectures, questions and answers, discussions, paper assignments, and 2 X 50 presentations	<p>Material: curriculum concept</p> <p>Reader: <i>Supangat.2022. Curriculum 2022. Depok: Answer the West</i></p>	5%
2	Students are able to understand curriculum planning.	<ol style="list-style-type: none"> 1.Describe the concept of curriculum planning 2.Curriculum planning function 3.Curriculum planning model 4.Principles and principles 5.Describe the objectives of the curriculum 6.Describe the role and function of the curriculum 7.The essence of educational goals 8.Describe the curriculum concept based on the developer's philosophy 9.Identify curriculum concepts in accordance with existing educational institutions 	<p>Criteria: Value 0-100</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Questions and Answers Case Study Lecture Presentation 2 x 50 Minutes	Questions and Answers Case Study Lecture Presentation 2 x 50 Minutes	<p>Material: curriculum planning.</p> <p>References: <i>Supangat.2022. Curriculum 2022. Depok: Answer the West</i></p>	5%

3	Students are able to understand the organization of the curriculum	<ol style="list-style-type: none"> 1.Declaring the Concept of Curriculum Organization 2.Describe the type/type of curriculum organization 3.Describe the factors related to curriculum organization 4.Describe the principles of curriculum organization 	<p>Criteria: Value 0-100</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case Study Question and Answer Presentation 2 x 50 Minute Lectures	Case Study Question and Answer Presentation 2 x 50 Minute Lectures	<p>Material: curriculum organization Reader: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p> <hr/> <p>Material: curriculum organization Library: Supangat.2022. <i>Curriculum 2022.</i> Depok: Answer the West</p>	5%
4	Students are able to understand the curriculum as a system	<ol style="list-style-type: none"> 1.Describe. System, systematic and component concepts 2.Describe the components in the curriculum 	<p>Criteria: Value 0-100</p> <p>Form of Assessment : Participatory Activities</p>	Case Study Question and Answer Presentation 2 x 50 Minutes	Case Study Question and Answer Presentation 2 x 50 Minutes	<p>Material: curriculum as a system Reader: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p>	5%
5	Students are able to understand coaching, development, changes and renewal of the curriculum	<ol style="list-style-type: none"> 1.Describe the concepts, principles, foundations, approaches to curriculum development 2.Describe the forms, types, steps and levels of curriculum development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 100 if all answers are correct 2.Score 75 if 3 questions are answered correctly 3.50 marks if 2 questions are answered correctly 4.25 marks if 1 question is answered correctly <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50	Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50	<p>Material: Curriculum Development Library: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p> <hr/> <p>Material: Library Curriculum : Mulyasa 2014. <i>Development and Implementation of the 2013 Curriculum.</i> Bandung: PT. Rosdakarya Teenager</p>	5%
6	Students are able to understand curriculum development models	<ol style="list-style-type: none"> 1.Describe Curriculum Development Models 2.Describe the steps for Competency Based Curriculum Development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.100 marks if all answers are correct 2.Score 75 if 3 questions are answered correctly 3.50 marks if 2 questions are answered correctly 4.25 marks if 1 question is answered correctly <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, discussions, paper assignments, presentations and questions and answers, Case Study 2 X 50	Lectures, discussions, paper assignments, presentations and questions and answers, 2 x 50 minute case studies	<p>Material: Curriculum in Library Development: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p> <hr/> <p>Material: Competency Based Curriculum Library: Mulyasa. 2004. <i>Competency Based Curriculum.</i> Bandung: Rosdakarya Youth</p>	5%

7	Students are able to understand curriculum development models	<ol style="list-style-type: none"> 1. Describe Curriculum Development Models 2. Describe the steps for Competency Based Curriculum Development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. 100 marks if all answers are correct 2. Score 75 if 3 questions are answered correctly 3. 50 marks if 2 questions are answered correctly 4. 25 marks if 1 question is answered correctly <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, discussions, paper assignments, presentations and questions and answers, Case Study 2 X 50	Lectures, discussions, paper assignments, presentations and questions and answers, 2 x 50 minute case studies	<p>Material: Curriculum in Library Development: <i>Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Competency Based Curriculum Library: <i>Mulyasa. 2004. Competency Based Curriculum. Bandung: Rosdakarya Youth</i></p>	5%
8	Midterm exam	Material for Meetings 1 -7					0%
9	Students are able to understand the 2013 Curriculum and Students are able to understand the implementation of the 2013 Curriculum	<ol style="list-style-type: none"> 1. Describe the rationale for changes in the development of the 2013 Curriculum 2. Describe the basis for developing the 2013 Curriculum 3. Describe the objectives of developing the 2013 Curriculum 4. Describe the objectives of developing the 2013 Curriculum 5. Describe the competency-based 2013 Curriculum 6. Describe the development of the 2013 curriculum structure 	<p>Criteria: 0-100</p> <p>Form of Assessment : Participatory Activities</p>	Presentation Question and Answer Lecture Discussion 2 x 50 Minutes	Presentation Question and Answer Lecture Discussion 2 x 50 Minutes	<p>Material: 2013 Curriculum Reader: <i>Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Alphabeta</i></p>	5%

10	Students are able to understand the 2013 Curriculum and Students are able to understand the implementation of the 2013 Curriculum	<ol style="list-style-type: none"> 1. Describe the rationale for changes in the development of the 2013 Curriculum 2. Describe the basis for developing the 2013 Curriculum 3. Describe the objectives of developing the 2013 Curriculum 4. Describe the objectives of developing the 2013 Curriculum 5. Describe the competency-based 2013 Curriculum 6. Describe the development of the 2013 curriculum structure 	<p>Criteria: 0-100</p> <p>Form of Assessment : Participatory Activities</p>	Presentation Question and Answer Lecture Discussion 2 x 50 Minutes	Presentation Question and Answer Lecture Discussion 2 x 50 Minutes	<p>Material: 2013 Curriculum Reader: <i>Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandung: Alfabeta</i></p>	5%
11	Students are able to understand the independent curriculum	<ol style="list-style-type: none"> 1. Describe the meaning of an independent curriculum 2. Describe the advantages of an independent curriculum 3. Various learning techniques in the independent curriculum 4. Various types of independent curriculum application of the independent curriculum 	<p>Criteria: 0-100</p> <p>Form of Assessment : Participatory Activities</p>	PJBL Task Presentation Discussion Lecture 2 x 50 Minutes	PJBL Task Presentation Discussion Lecture 2 x 50 Minutes	<p>Material: Merdeka Curriculum Library: <i>Jaka Andika, Nursidik, and et al. "Prototype Curriculum Policy (Solutions and Ironies)." At-Tajdid: Journal of Islamic Education and Thought 6, no. 1 (2022): Pg. 111-112</i></p> <hr/> <p>Material: Independent Curriculum Program Library: <i>Ministry of Education and Culture. 2021. Free Curriculum Socialization Presentation. Jakarta: Ministry of Education and Culture</i></p>	5%

12	Students are able to understand the independent curriculum	<ol style="list-style-type: none"> 1. Describe the meaning of an independent curriculum 2. Describe the advantages of an independent curriculum 3. Various learning techniques in the independent curriculum 4. Various types of independent curriculum application of the independent curriculum 	<p>Criteria: 0-100</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecture Discussion Presentation 2 x 50 Minutes	Lecture Discussion Presentation 2 x 50 Minutes	<p>Material: Merdeka Curriculum Library: Jaka Andika, Nursidik, and et al. "Prototype Curriculum Policy (Solutions and Ironies)." <i>At-Tajdid: Journal of Islamic Education and Thought</i> 6, no. 1 (2022): Pg. 111-112</p> <hr/> <p>Material: Independent Curriculum Program Library: <i>Ministry of Education and Culture. 2021. Free Curriculum Socialization Presentation. Jakarta: Ministry of Education and Culture</i></p>	5%
13	Students are able to understand the concept of the syllabus and are able to understand the analysis of calculating class hours	<ol style="list-style-type: none"> 1. Describe the meaning of the syllabus 2. Describe the stages of syllabus development 3. Describe the principles and components of the syllabus 4. Describes the syllabus of various subjects in vocational school 5. Describe the syllabus for vocational school subjects according to the academic calendar 	<p>Criteria: 0-100</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	PJBL Question and Answer Presentation 2 x 50 Minutes	PJBL Question and Answer Presentation 2 x 50 Minutes	<p>Material: Independent curriculum Reader: Jaka Andika, Nursidik, and et al. "Prototype Curriculum Policy (Solutions and Ironies)." <i>At-Tajdid: Journal of Islamic Education and Thought</i> 6, no. 1 (2022): Pg. 111-112</p> <hr/> <p>Material: Calculations in curriculum analysis Reader: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth.</i></p>	20%

14	Analysis of lesson outcomes and Learning Tools	<p>1. Describe the principles and components of the syllabus</p> <p>2. Describes the syllabus of various subjects in vocational school</p> <p>3. Describe the syllabus for vocational school subjects according to the academic calendar</p>	<p>Criteria: 0-100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	PJBL (Project Based Learning) 2 x 50 Minutes	PJBL (Project Based Learning) 2 x 50 Minutes	<p>Material: Curriculum Library: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p> <hr/> <p>Material: Independent curriculum Library: Ministry of Education and Culture. 2021. <i>Free Curriculum Socialization Presentation.</i> Jakarta: Ministry of Education and Culture</p>	20%
15	Analysis of lesson outcomes and Learning Tools	<p>1. Describe the principles and components of the syllabus</p> <p>2. Describes the syllabus of various subjects in vocational school</p> <p>3. Describe the syllabus for vocational school subjects according to the academic calendar</p>	<p>Criteria: 0-100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	2 x 50 Minute Discussions	2 x 50 Minute Discussions	<p>Material: Curriculum Library: Arifin, Zainal. 2011. <i>Concepts and Models of Curriculum Development.</i> Bandung: Rosdakarya Youth.</p> <hr/> <p>Material: Independent curriculum Library: Ministry of Education and Culture. 2021. <i>Free Curriculum Socialization Presentation.</i> Jakarta: Ministry of Education and Culture</p>	4%
16	UAS						0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	46.67%
2.	Project Results Assessment / Product Assessment	18.67%
3.	Portfolio Assessment	26.17%
4.	Test	7.5%
		99.01%

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.

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.