	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**				**Document Code**	

SEMESTER LEARNING PLAN

Courses		**CODE**		**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
Craft Skills Education		8620602108				**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	....	....	Putri Rachmadyanti, 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	Mastering Craft Learning based on educational concepts through the creative process for SD/MI

References	**Main :**
	1. Ati, Sudaryati. 1995. Pendidikan Keterampilan . Jakarta: Dekdikbud 2. Depdiknas. 2005. Permendiknas No. 22 Tahun 2005 tentang Standar Isi Mata Pelajaran . Jakarta: Depdiknas 3. Vera Retyaningrum. 2005. Kriya Tekstil . Surabaya: Unesa University Press. 4. Syafi i., dkk. 2002. Materi Pembelajaran Kerajinan Tangan . Jakarta: UT. 5. Pamadhi, Hajar. 2008. Seni Keterampilan Anak . Jakarta: UT.
	Supporters:

Supporting lecturer	Drs. Suprayitno, M.Si.

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	Explain the meaning, objectives and scope of skills education	Knowledge a. Explain the meaning, function and objectives of skills education b. Discuss the scope of skills education Skills a. Make a summary of the material Attitudes Social skills a. Respect each other's opinions in the group b. Collaborating Characters a. Be careful in analyzing b. Develop critical thinking skills c. Responsible	**Criteria:** true point 1 and false zero	Method: question and answer, discussion 2 X 50			0%
2	Master the knowledge of materials and craft skills tools	Knowledge a. Mention various materials and skills tools b. Explain the use of materials and tools Skills a. Grouping skills materials and tools b. Using skill tools Attitude Social skills a. Cooperate with each other in classifying materials and tools based on their function Character a. Developing a spirit of never giving up b. Demonstrate perseverance in understanding materials and tools	**Criteria:** true point 1 and false zero	Method: question and answer, discussion, presentation 2 X 50			0%
3	Mastering the creation of mosaics, collages and montages	Knowledge a. Explain the meaning of mosaic, collage and montage b. Mention materials for making mosaics, collages and montages Skills a. Create mosaics, collages, and montages Attitudes Social skills a. Cooperate with each other Characters a. Demonstrate perseverance in making mosaics, collages and montages b. Critical thinking in making mosaics, collages, and montages	**Criteria:** project assessment sheet rubric	Method: question and answer, discussion, demonstration, 6 X 50 project			0%

4	Mastering the creation of mosaics, collages and montages	Knowledge a. Explain the meaning of mosaic, collage and montage b. Mention materials for making mosaics, collages and montages Skills a. Create mosaics, collages, and montages Attitudes Social skills a. Cooperate with each other Characters a. Demonstrate perseverance in making mosaics, collages and montages b. Critical thinking in making mosaics, collages, and montages	**Criteria:** project assessment sheet rubric	Method: question and answer, discussion, demonstration, 6 X 50 project			0%
5	Mastering the creation of mosaics, collages and montages	Knowledge a. Explain the meaning of mosaic, collage and montage b. Mention materials for making mosaics, collages and montages Skills a. Create mosaics, collages, and montages Attitudes Social skills a. Cooperate with each other Characters a. Demonstrate perseverance in making mosaics, collages and montages b. Critical thinking in making mosaics, collages, and montages	**Criteria:** project assessment sheet rubric	Method: question and answer, discussion, demonstration, 6 X 50 project			0%
6	Master basic weaving skills	Knowledge a. Explain the meaning of weaving b. Mention types of woven materials Skills a. Making woven motifs Attitude Social skills a. Work together to create woven motifs. Characters a. Show perseverance in making woven motifs b. Never give up develops skills	**Criteria:** answer key and project assessment sheet rubric	Method: question and answer, discussion, demonstration, 4 X 50 project			0%

7	Master basic weaving skills	Knowledge a. Explain the meaning of weaving b. Mention types of woven materials Skills a. Making woven motifs Attitude Social skills a. Work together to create woven motifs. Characters a. Show perseverance in making woven motifs b. Never give up develops skills	**Criteria:** answer key and project assessment sheet rubric	Method: question and answer, discussion, demonstration, 4 X 50 project			0%
8	understand the lecture material for meetings 1-7	understand and master the lecture material for meetings 1-7	**Criteria:** answer key	independent work 2 X 50			0%
9	Master origami skills	Knowledge a. Explain the meaning of origami Skills a. Making various forms of origami skills Attitude Social skills a. Respect the opinions of group members Character a. Critical thinking in making origami patterns/shapes b. Be careful in determining origami patterns/shapes from different materials c. Foster a creative spirit	**Criteria:** answer key and origami project assessment sheet rubric	Method: question and answer, discussion, demonstration, 2 X 50 project			0%
10	Master simple batik skills	Knowledge a. Explain the meaning of batik b. Mention batik materials and tools Skills a. Making simple batik Attitude Social skills a. Cooperate with each other b. Respect members' opinions Character a. Critical thinking in producing batik patterns	**Criteria:** Answer key and rubric for simple batik design pattern assessment sheet	Method: question and answer, discussion, demonstration, 4 X 50 project			0%
11	Master simple batik skills	Knowledge a. Explain the meaning of batik b. Mention batik materials and tools Skills a. Making simple batik Attitude Social skills a. Cooperate with each other b. Respect members' opinions Character a. Critical thinking in producing batik patterns	**Criteria:** Answer key and rubric for simple batik design pattern assessment sheet	Method: question and answer, discussion, demonstration, 4 X 50 project			0%

			Criteria:	Method:			0%
12	Master simple screen printing skills	Knowledge a. Explain the meaning of screen printing b. Mention screen printing materials and tools Skills a. Make a simple screen printing b. Designing a simple screen printing pattern Attitude Social skills a. Mutual Cooperation Characters a. Critical thinking in producing screen printing patterns b. Demonstrate an unyielding spirit	**Criteria:** answer key and rubric for screen printing pattern design assessment sheet	Method: question and answer, discussion, demonstration, 4 X 50 project			0%
13	Master simple screen printing skills	Knowledge a. Explain the meaning of screen printing b. Mention screen printing materials and tools Skills a. Make a simple screen printing b. Designing a simple screen printing pattern Attitude Social skills a. Mutual Cooperation Characters a. Critical thinking in producing screen printing patterns b. Demonstrate an unyielding spirit	**Criteria:** answer key and rubric for screen printing pattern design assessment sheet	Method: question and answer, discussion, demonstration, 4 X 50 project			0%
14	Master simple sewing skills	Knowledge a. Mention materials and tools for simple sewing Skills a. Make work using simple sewing techniques b. Making simple patterns/shapes Attitude Social skills a. Cooperate with each other b. Mutual respect for other people's opinions Character a. Showing an unyielding spirit b. Careful in understanding sewing skills	**Criteria:** rubric for assessing sewing performance using simple patterns	Method: question and answer, discussion, demonstration, assignment, 2 X 50 project			0%
15	Mastering the activities of appreciating and evaluating craft skills	Knowledge a. Appreciating and evaluating the work of skills Skills a. Make an exhibition proposal Attitude Social skills a. Cooperate with each other Characters a. Responsible	**Criteria:** answer key and rubric for project assessment sheet for work appreciation activities	Method: question and answer, discussion, assignment, 2 X 50 project			0%
16							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.