	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
Innovative Learning I		8321203109			T=3	P=0	ECTS=4.77	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Imami Arum Tri Rahayu, 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	Study of learning models with direction (direct instruction), concept attainment model, meaningful learning, and discussion (discussion model of learning), SET-oriented learning, and learning strategies (learning strategies) . The assessment is carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum, followed by discussion and reflection activities as well as cognitive internships at junior high schools.

References	Main :
	1. 1. Arends, Richard I. (2012). *Learning To Teach sixth Edition.* New York: McGraw-Hill Book Company.2. Ibrahim, Muslimin. (2012).*Konsep, Miskonsepsi, dan Cara Pembelajarannya.* Surabaya: University Press3. Nur, Mohamad. (2000).*Strategi-strategi Belajar.*Surabaya: Pusat Sains dan Matematika Sekolah.4. Nur, Mohamad, Kardi Soeparman. (2000).*Pembelajaran Langsung.*Surabaya: Pusat Sains dan Matematika Sekolah.
	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	Students are able to identify the background and objectives of the learning strategy course	1. Explain the background to the need to understand learning strategies2. Explain the objectives of the learning strategy 3. the role of the teacher in learning 4. Explaining problems in learning	**Criteria:** 1-100	Discussion lecture. 3 X 50			0%
2	Students understand the concept of learning strategies	1. Explain the meaning of learning strategies 2. Distinguish between the essence of the meaning of strategic approaches, model methods and learning techniques 3. Analyzing learning strategy components4. Explain the principles of effective learning strategies.5. Explain various kinds of learning strategies.	**Criteria:** 1.1. score 10 2.2. score 30 3.3. score 20 4.4.score 20 5.5. score 20 6.TOTAL score 100	Group discussion presentation and reflection 3 X 50			0%
3	Students understand the application of learning theory in learning	1. Explain the role of learning theory in learning 2. Explain the characteristics of 3 types of learning theories: Behaviorism, Coginitivism and constructivism3. Identifying the relationship between learning theories as a theoretical basis for various kinds of learning strategies	**Criteria:** 1.1. score 10 2.2. score 15 3.3. score 20 4.4. score 20 5.5. score 20 6.6. score 15 7.total score 100	Cooperative Learning: Discussion and presentation 3 X 50			0%
4	Students understand the concept of the direct learning model (Direct Instruction)	1. Define the direct learning model (direct instruction) 2. Explain the characteristics of the direct learning model3. Describe the syntax of the direct learning model (direct instruction) 4. Apply the direct learning model (direct instruction) in learning the field of fashion design	**Criteria:** 1.1. score 10 2.2. score 15 3.3. score 20 4.4. score 55 5.Total score 100	Cooperative Learning: Discussion and presentation 3 X 50			0%

| 5 | Students understand the concept of cooperative learning models (Cooperative Learning) | 1. Define the cooperative learning model (Cooperative Learning)2. Explain the characteristics and types of cooperative learning models 3. Describe the characteristics and syntax of the STAD type cooperative learning model.4. Describe the characteristics and syntax of the Jigsaw type cooperative learning model.5. Describe the characteristics and syntax of the Think Pair Share type cooperative learning model.6. Describe the characteristics and syntax of the Group Investigation type cooperative learning model.7. Designing learning in the field of fashion design in the context of a cooperative learning model. | **Criteria:**
 1.1. score 5
 2.2. score 10
 3.3. score 15
 4.4. score 15
 5.5. score 15
 6.6. score 15
 7.7. score 25
 8.total score 100 | cooperative learning: Discussion and presentation 3 X 50 | | | 0% |
| 6 | Students understand the concept of cooperative learning models (Cooperative Learning) | 1. Define the cooperative learning model (Cooperative Learning)2. Explain the characteristics and types of cooperative learning models 3. Describe the characteristics and syntax of the STAD type cooperative learning model.4. Describe the characteristics and syntax of the Jigsaw type cooperative learning model.5. Describe the characteristics and syntax of the Think Pair Share type cooperative learning model.6. Describe the characteristics and syntax of the Group Investigation type cooperative learning model.7. Designing learning in the field of fashion design in the context of a cooperative learning model. | **Criteria:**
 1.1. score 5
 2.2. score 10
 3.3. score 15
 4.4. score 15
 5.5. score 15
 6.6. score 15
 7.7. score 25
 8.total score 100 | cooperative learning: Discussion and presentation 3 X 50 | | | 0% |

7	Students understand the concept of problem based learning and inquiry learning models.	1. Define a problem-based learning model (problem based learning) 2. Describe the syntax of the problem based learning model 3. Applying a problem-based learning model in learning the field of fashion design 4. Defining the inquiry learning model (inquiry based learning) 5. Describe the syntax of the inquiry learning model (inquiry based learning)6. Applying the inquiry learning model (inquiry based learning) in learning the field of fashion design 7. Explain the difference between problem-based learning models and inquiry learning models	**Criteria:** 1.1. score 5 2.2. score 10 3.3. score 25 4.4. score 5 5.5. score 10 6.6. score 25 7.7. score 20 8.total score 100	Cooperative learning: Discussion and presentation 3 X 50			0%
8	SUB SUMMATIVE TEST Students understand all the material in meetings 1-7		**Criteria:** 1-100	Individual test 3 X 50			0%
9	Students understand the project learning model (Project Based Learning)	1. State the definition of the project learning model (Project Based Learning) 2. Explain the characteristics and syntax of the project learning model (Project Based Learning)3. Designing learning in the field of fashion design in the context of a project learning model (Project Based Learning)	**Criteria:** 1.1. score 10 2.2. score 20 3.3. score 20 4.4. score 50 5.Total score 100	Cooperative learning: Discussion and presentation 3 X 50			0%
10	Students understand the position and determination of learning methods.	1. Explain the meaning of learning methods 2. Explain the various learning methods.3. Explain the steps of various learning methods 4. Explain the advantages and disadvantages of various learning methods 5. Skilled in applying learning methods to achieve certain competencies in the field of fashion design	**Criteria:** 1.1. score 5 2.2. score 25 3.3. score 25 4.4. score 25 5.5. score 20 6.Total score 100	Cooperative learning: Discussion and presentation 3 X 50			0%

11	Students understand classroom management	1. Identify the background of classroom management2. Explain the definition and scope of classroom management 3. Explain classroom management indicators4. Explain the components of classroom management 5. explain the objectives of classroom management6. Explain the classroom management approach7. Designing the implementation of classroom management in learning the field of fashion design	**Criteria:** 1.1. score 15 2.2. score 15 3.3. score 10 4.4. score 10 5.5. score 10 6.6. score 15 7.7. score 25 8.Total score 100	Cooperative learning: Task discussion and presentation 3 X 50			0%
12	Students understand teaching skills	1. Explain the definition of teaching skills2. Explain the 6 types of basic teaching skills 3. explain the definition and characteristics of lesson opening skills 4. explain the definition and characteristics of explanation skills.5. explain the definition and characteristics of questioning skills. 6. explain the definition and characteristics of skills in varying stimuli. 7. explain the definition and characteristics of group discussion leadership skills.8. explain the definition and characteristics of lesson closing skills.9. Designing the application of teaching skills in the context of learning fashion design.	**Criteria:** 1.1. Score 5 2.2. score 10 3.3. score 10 4.4. score 10 5.5. score 10 6.6. score 10 7.7. score 10 8.8. score 10 9.9. score 25 10.Total score 100	Cooperative learning 6 X 50			0%

13	Students understand teaching skills	1. Explain the definition of teaching skills2. Explain the 6 types of basic teaching skills 3. explain the definition and characteristics of lesson opening skills 4. explain the definition and characteristics of explanation skills.5. explain the definition and characteristics of questioning skills. 6. explain the definition and characteristics of skills in varying stimuli. 7. explain the definition and characteristics of group discussion leadership skills.8. explain the definition and characteristics of lesson closing skills.9. Designing the application of teaching skills in the context of learning fashion design.	**Criteria:** 1.1. Score 5 2.2. score 10 3.3. score 10 4.4. score 10 5.5. score 10 6.6. score 10 7.7. score 10 8.8. score 10 9.9. score 25 10.Total score 100	Cooperative learning 6 X 50			0%
14	Skilled in using teaching skills according to the syntax of the learning model in the context of learning fashion design	1. Analyze a KD in the 2013 curriculum syllabus for fashion design. 2. Choose a learning model according to KD3. Choose a learning method according to KD 4. Create a scenario according to the learning model syntax 5. Apply teaching skills (role play) in front of the class	**Criteria:** 1-100	Learning Project with Role play method 6 X 50			0%
15	Skilled in using teaching skills according to the syntax of the learning model in the context of learning fashion design	1. Analyze a KD in the 2013 curriculum syllabus for fashion design. 2. Choose a learning model according to KD3. Choose a learning method according to KD 4. Create a scenario according to the learning model syntax 5. Apply teaching skills (role play) in front of the class	**Criteria:** 1-100	Learning Project with Role play method 6 X 50			0%
16	SUMATIVE EXAMINATION		**Criteria:** 1.Multiple choice: 25 X score @ 2 maximum score 50 2.Essay: 5 x score @ 10 maximum score 50 3.Total score 100	3 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.