	Universitas Negeri Surabaya Faculty of Engineering Bachelor of Fashion Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study Field Lab Management	8321202082	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 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**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-10	Skilled in designing, carrying out research, analyzing and implementing research results in the field of fashion education and fashion skills competency
	Program Objectives (PO)	
	PO - 1	Students have knowledge of laboratory management concepts and laboratory components in the field of study as a basis for creating laboratory designs in the vocational school field of study.
	PO - 2	Students have knowledge and understanding of the role of laboratories in the education and learning process in accordance with the vocational school curriculum that applies at school.
	PO - 3	Students have knowledge of laboratory management concepts and laboratory components in the field of study as a basis for creating laboratory designs in the vocational school field of study.
	PO - 4	Students have the ability to plan vocational school laboratories that are oriented towards the vocational school curriculum by utilizing learning resources and ICT.
	PO - 5	Students have the ability to design laboratories in vocational school fields of study in accordance with National Education Standards, especially minimum service standards.
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-3	PLO-10
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				

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
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description	Review and provide an understanding of the role of laboratories in the education and learning process in accordance with the curriculum applicable in schools which includes: 1) rational laboratory management, accountability of educational programs, vocational school curriculum themes, process skills approach, practice and practicum; 2) learning resources and laboratories/lab-work; 3) planning the study area laboratory which includes: analysis of space requirements, analysis of equipment requirements, laboratory space design; 4) laboratory administration and work safety in the laboratory. Learning is carried out by applying a constructivist approach. The learning activities ended with conducting laboratory observations in the vocational school field of study and creating laboratory designs in group discussion and reflection activities.
References	**Main :** 1. Sutarno, Maryono. .Dasar-dasar PengelolaanLaboratorium. **Supporters:** 1. Akhir, Bustanul. .Praktek dan Praktikum SMK. 2. Brown, Robert D. 1979. Industrial EducationFacilities, a Handbook for organization and management. Boston Massachusetts:Allyn and Bacon Inc. 3. Hadiyat. 1984. Pedoman Pengelolaan LaboratoriumIPA. Jakarta: CV. Sinar Pengetahuan.
Supporting lecturer	Imami Arum Tri Rahayu, S.Pd., M.Pd. Peppy Mayasari, 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	1. Able to understand the rationale for laboratory management in the vocational school field of study	1.1. Explain the rationale for managing laboratories in the vocational school field of study. 2.2. Explain aspects related to rational laboratory management in the field of study.	**Criteria:** 0-100 **Form of Assessment** : Test	Question and answer lecture 2 X 50			0%
2	1.1 Understanding educational program accountability 1.2. Identifying vocational school curriculum themes	1.Describe the accountability of educational programs 2.Explain the basis and demands for accountability in educational programs 3.Explain indicators of educational program accountability 4.Explain the person responsible for the vocational school education program 5.Explain the purpose of vocational school 6.Explain the curriculum organization 7.Identifying vocational school curriculum themes	**Criteria:** 0-100 **Form of Assessment** : Test	Presentation, group discussion and reflection 2 X 50			0%
3	1.3. Understand the process skills approach	1.Describe the concept of the process skills approach 2.Explain the importance of the process skills approach 3.Using components in a process skills approach	**Criteria:** 0-100 **Form of Assessment** : Test	Presentation, group discussion and reflection 2 X 50			0%

4	1.4. Understanding of practice and practicum	1. Describe the concept of practice and practicum in vocational schools 2. Distinguish between practical and practicum learning outcomes 3. Create teaching and learning activities that show the basic differences between practice and practicum	**Criteria:** 0-100 **Form of Assessment** : Test	Discussions, assignments, exercises, searching for library sources and other references 2 X 50			0%
5	2. Understand the rationale for IKK in the field of study of expertise as a science	1. Explain the rationale for the concept of IKK in the field of expertise studies as a science. Analyzing the field of fashion studies as a science	**Criteria:** 0-100 **Form of Assessment** : Test	Discussion, exercises and assignments 2 X 50			0%
6	3. Understand learning resources and laboratories 3.1. Understand learning resources	1. Explain the meaning of learning resources and learning resource centers 2. Explain the function of learning resources and learning resource centers 3. Identify types of learning resources 4. Explain the principles of using PSB	**Criteria:** 0-100 **Form of Assessment** : Test	Discussion, practice and reflection 2 X 50			0%
7	3.2. Understanding the Laboratory/ :Lab-work	1. Describe the concept of laboratory/lab-work 2. Explain the types of lab work 3. Explain the steps for using lab-work	**Criteria:** 0-100 **Form of Assessment** : Test	Discussion, practice and reflection 2 X 50			0%
8	UTS		**Criteria:** 0-100	2 X 50			0%
9	3.3 Laboratory teaching strategies / alternatives	1. Describe laboratory teaching operations 2. Describe variables related to laboratory teaching 3. Explain lab teaching alternatives	**Criteria:** 0-100 **Form of Assessment** : Test	Discussion, practice and reflection 2 X 50			0%
10	4. Field of Study Laboratory 4.1. Laboratory building proportions	1. Identify laboratory activities 2. Explain general laboratory requirements 3. Identify the types of space in the laboratory 4. Proportioning laboratory spaces	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50			0%
11	4.2. Laboratory space equipment needs	1. Describe space equipment needs 2. Describe the steps for calculating lab space 3. Planning laboratory space equipment needs	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50			0%

12	4.3. Laboratory equipment needs	1.Classify the types of equipment 2.Explain the things that must be considered when procuring equipment 3.Explain the basic criteria in planning 4.Explain how to calculate equipment requirements 5.Identify equipment needs 6.Calculate equipment requirements	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50			0%
13	4.4. Laboratory Design/Layout	1.Explain the meaning of layout 2.Explain the purpose of creating a layout 3.Describe the principles of arranging furniture/equipment 4.Explain the steps in designing a lab 5.Create a design for a fashion skills laboratory	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50			0%
14	1.5. Laboratory Management Techniques 2.5.1. Lab management personnel.5.2. Procurement and maintenance of lab equipment.	1.Identify lab personnel. 2.Identify the duties of each lab manager 3.Administering lab equipment 4.Explain the criteria for evaluating laboratory equipment 5.Explain the value considerations for purchasing lab equipment 6.Classifying laboratory equipment 7.Explain how to store equipment 8.Identify lab equipment by type	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50			0%
15	5.3. Laboratory work safety	1.Explain the meaning of work safety 2.Identify work safety investigations 3.Explain regulations related to work safety 4.Explain work safety management 5.Explain the causes of work accidents 6.Identify prevention of work accidents according to type	**Criteria:** 0-100 **Form of Assessment** : Test	Discussion, practice and reflection 2 X 50			0%
16	UAS		**Criteria:** 0-100	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.