



**Universitas Negeri Surabaya**  
**Faculty of Engineering,**  
**Cosmetology Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
INNOVATIVE LEARNING I	8321303004		T=0 P=0 ECTS=0	4	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																	
	.....		.....	Nia Kusianti, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																				
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td rowspan="2" style="padding: 2px;">P.O</td> <td colspan="16" style="text-align: center; padding: 2px;">Week</td> </tr> <tr> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">7</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">9</td> <td style="padding: 2px;">10</td> <td style="padding: 2px;">11</td> <td style="padding: 2px;">12</td> <td style="padding: 2px;">13</td> <td style="padding: 2px;">14</td> <td style="padding: 2px;">15</td> <td style="padding: 2px;">16</td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Arends, Richard I. (2012). <i>Learning To Teach sixth Edition</i>. New York: McGraw-Hill Book Company.</li> <li>Ibrahim, Muslimin. (2012). <i>Konsep, Miskonsepsi, dan Cara Pembelajarannya</i>. Surabaya: University Press</li> <li>Nur, Mohamad. (2000). <i>Strategi-strategi Belajar</i>. Surabaya: Pusat Sains dan Matematika Sekolah.</li> <li>Nur, Mohamad, Kardi Soeparman. (2000). <i>Pembelajaran Langsung</i>. Surabaya: Pusat Sains dan Matematika Sekolah.</li> <li>Hasibuan, dkk. 1994. <i>Proses Belajar Mengajar</i>, Jakarta: Rineka Cipta.</li> <li>Igak, Wardhani. 2001. <i>Dasar-dasar Komunikasi dan Keterampilan Dasar Mengajar</i>. Jakarta: PAU-PPAI-UT</li> <li>Nur, Mohammad. 2002. <i>Guru yang Profesional dan Model Pembelajaran Langsung</i>. Surabaya: University Press..</li> <li>Nur, Mohammad. 2003. <i>Model Pembelajaran Kooperatif</i>. Surabaya: University Press.</li> <li>Nur, Mohammad. 2000. <i>Pengajaran berpusat Kepada Siswa dan Pendekatan Konstrktivistik dalam Pengajaran</i>. Surabaya: University Press.</li> <li>Roestiyah, NK. 1991. <i>Strategi Belajar Mengajar</i>. Jakarta: Rineka Cipta</li> <li>Soetomo. 1993. <i>Dasar-dasar Interaksi Belajar Mengajar</i>. Surabaya: Usaha Nasional.</li> <li>Trianto, 2009. <i>Model Pembelajaran inovatif</i>. Jakarta : Persada Press</li> </ol> <p><b>Supporters:</b></p>																																				
<b>Supporting lecturer</b>	Dr. Maspiyah, M.Kes. Prof.Dr. Mutimmatul Faidah, S.Ag., M.Ag.																																				

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	Understand the basic concepts of Innovative Learning (PI)	a. Explain the meaning of PI b. Explain the components of PI and the relationships between components.	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Discussion Questions and answers Prepare a 3 X 50 discussion report			0%
2	Understand various learning methods	a. Mention and explain various learning methods b. Explain the strengths and weaknesses of each lesson	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper presentations, discussions, questions and answers, preparing reports Presentation 3 X 50			0%
3	Understand various learning methods	a. Mention and explain various learning methods b. Explain the strengths and weaknesses of each lesson	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper presentations, discussions, questions and answers, preparing reports Presentation 3 X 50			0%
4	Understand Basic Teaching Skills	a. Mention some basic teaching skills b. Explain the purpose and components of various basic teaching skills. c. Simulate basic teaching skills in a classroom forum	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%

5	Understand Basic Teaching Skills	a. Mention some basic teaching skills b. Explain the purpose and components of various basic teaching skills. c. Simulate basic teaching skills in a classroom forum	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%
6	Understand Basic Teaching Skills	Creating examples and practicing basic teaching skills - Asking questions - Leading group discussions - Closing the lesson	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%
7	Understanding Learning Theories	a. Explain several learning theories b. Mention general principles of learning and teaching c. Make examples of various learning theories	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper presentations, discussions, questions and answers, preparing reports Presentation 3 X 50			0%
8	Understanding Basic Competencies 1 - 7	Able to answer questions related to Basic Competencies 1 - 7	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	3 X 50			0%

9	Understand the concept of learning models and direct learning models	a. Explain the theoretical basis of the direct learning model b. Identify the characteristics and syntax of Direct MP c. Demonstrate the application of the learning model in make-up training courses	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%
10	Understanding the Cooperative Model	a. Explain the theoretical basis of the cooperative learning model b. Explain the types of cooperative learning b. Identifying the characteristics and syntax of Cooperative. c. Demonstrating the application of the learning model in makeup training courses	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%
11	Understanding the Cooperative Model	a. Explain the theoretical basis of the cooperative learning model b. Explain the types of cooperative learning b. Identifying the characteristics and syntax of Cooperative. c. Demonstrating the application of the learning model in makeup training courses	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Paper Presentations, Discussions, Demonstrations, Questions and Answers 3 X 50			0%
12	Understand the PBI learning model	a. Explain the theoretical basis of PBI b. Identify the characteristics and syntax of PBI c. Demonstrate the application of the learning model in make-up training courses	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Discussion, demonstration 3 X 50			0%

13	Understand the basic concept of Independent Learning	a. Explain the theoretical basis of Freedom of Learning b. Explain the Merdeka Belajar policy and its implementation in learning c. Identify examples of Merdeka Belajar applications	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Discussion, question and answer, presentation 3 X 50			0%
14	Understanding Mastery Learning and Character Education	a. Explain the meaning of mastery learning b. State the criteria for achieving student learning completeness c. Explain the meaning of character education d. Explains how to integrate P.Character in learning	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Discussion, question and answer, demonstration 3 X 50			0%
15	Understanding Mastery Learning and Character Education	a. Explain the meaning of mastery learning b. State the criteria for achieving student learning completeness c. Explain the meaning of character education d. Explains how to integrate P.Character in learning	<b>Criteria:</b> 1.A: Very Good (Complete and systematic explanation) 2.B: Good (Complete explanation and less systematic) 3.C: Sufficient (Explanation is incomplete and not systematic) 4.D: Insufficient (Incomplete and unsystematic explanation)	Discussion, question and answer, demonstration 3 X 50			0%
16	Understanding competencies 9 - 15			3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.