



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																													
Curriculum Studies	8320502061		T=2	P=0	ECTS=3.18	4	July 18, 2024																																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																														
	Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd				Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																																														
Learning model	Project Based Learning																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																			
	Program Objectives (PO)																																																																			
	PO - 1	Students understand curriculum concepts in accordance with global industrial developments																																																																		
	PLO-PO Matrix																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																																					
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	This course provides an understanding of curriculum planning concepts, curriculum conceptual framework theory, curriculum operational framework, curriculum elements, and curriculum development, as well as being able to design and compile school curricula, especially in Vocational Schools in the field of Building Engineering. Learning is carried out by applying a constructivist approach. The learning activity ended with an exercise to review the vocational school curriculum in the Building Engineering skills program.																																																																			
References	Main :																																																																			
	<ol style="list-style-type: none"> 1. Bean JA et al. 1986. Curriculum Planning and Development. Sydney: Allyn and Bacon Inc. 2. Sukamto. 1988. Perencanaan dan Pengembangan Kurikulum. Jakarta: Dikti. 3. Sukmadinata, Nana S. 2004. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya. 4. _____. 2014. Permendikbud Nomor 61 Tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan Pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta : Depdikbud 5. _____. 2013. Permendikbud Nomor 70 Tahun 2013 tentang Kerangka Dasar dan Sktruktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan. Jakarta: Depdikbud 6. _____. 2017. Surat Keputusan Dirjen Dikdasmen Nomor 130 Tahun 2017 Tentang Struktur Kurikulum Pendidikan Menengah Kejuruan. Jakarta: Dirjen Dikdasmen 																																																																			
	Supporters:																																																																			
Supporting lecturer	Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Prof. Dr. Suparji, 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 can understand the outline of the material according to the OBE-based RPS, the main tasks and the assessment system in the Constitutional Court. Curriculum study for one semester	<ol style="list-style-type: none"> 1.Explain the outline of curriculum study course material for 1 semester and its relationship to educational material in other courses 2.Explains individual and group assignments that must be completed during 1 semester 3.Explains the assessment system during the active lecture period in one semester 	Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50		Material: OBE-Based RPS in MK. Curriculum Study, PPT about lectures in general (introduction) includes; MK description, active student activities and study contracts in one semester References:	0%
2	Students can understand the concept and benefits for formal (school) and non-formal institutions (industrial training)	<ol style="list-style-type: none"> 1.Explain the meaning of curriculum in schools, especially vocational schools, as well as in industrial training institutions 2.Explain the benefits of the curriculum in the learning and training process in schools and industrial training institutions 3.Explore the meaning of curriculum according to experts and the concrete benefits for formal and non-formal institutions via the internet 	Criteria: Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers and assignments 2 X 50		Material: Understanding and benefits of curriculum for schools or institutions Library: Sukanto. 1988. <i>Curriculum Planning and Development.</i> Jakarta: Higher Education.	0%
3	Understand the concepts and components of curriculum planning	Students can explain the concept of curriculum planning	Criteria: Correct and clear answer	Question and answer discussion lecture and presentation 2 X 50			0%
4	Understand the components of curriculum planning	Students can explain the components of curriculum planning	Criteria: Answers are correct and clear according to the study material	Question and answer discussion lecture and presentation 2 X 50			0%
5	- Curriculum theory - Understand the conceptual framework of curriculum	Students can: - Explain curriculum theory - Explain the conceptual framework of the curriculum		Question and answer discussion lecture and presentation 2 X 50			0%

6	- Understand the operational framework of the curriculum - Understand the dominant factors in the curriculum	1.Students can: Understand the operational framework of the curriculum 2.Explain the dominant factors in the curriculum	Criteria: Full marks are obtained if you do all the questions correctly with a weight of 25 questions with a total score of 100.	Question and answer discussion lecture and presentation 2 X 50			0%
7	Understanding curriculum content with an introspective philosophical approach	1.Students can understand the curriculum content with a philosophical approach 2.introspective		Question and answer discussion lecture and presentation 2 X 50			0%
8	Understanding curriculum content with the approach: Functional Dacum and task analysis	1.Students can understand the content of the curriculum with the approach: Dacum 2.Functional.	Criteria: Full marks are obtained if you do all the questions correctly with a weight of 25 questions with a total score of 100.	Question and answer discussion lecture and presentation 2 X 50			0%
9	UTS	UTS	Criteria: The total number of correct answers is 100	Test 2 X 50			0%
10	Understanding the role of institutional elements in the curriculum Understanding the role of institutional elements and improving output and outcomes	1.Students can: Explain the role of institutional elements in the curriculum 2.Explaining the role of institutional elements and improving output and outcomes	Criteria: Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100.	Question and answer discussion lecture and presentation 2 X 50			0%
11	- Explain the differences between curriculum 94 04 and 06 - Explain the similarities between curriculum 94 04 and 06	Students can: Explain the differences between curriculum 94 04 and 06 Explain the similarities between curriculum 94 04 and 06	Criteria: Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100.	Question and answer discussion lecture and presentation 2 X 50			0%
12	Understand the contents of the Vocational School curriculum for the Building Construction, Sanitation and Maintenance skills program	Students can analyze the contents of the Vocational School curriculum for the Building Construction, Sanitation and Maintenance Skills Program	Criteria: 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat	Question and answer discussion lecture and presentation 2 X 50			0%
13	Understand the contents of the vocational school curriculum for the Road, Irrigation and Bridge Construction Skills Program	Students can analyze the contents of the vocational school curriculum for the Road, Irrigation and Bridge Construction Skills Program	Criteria: 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat	Question and answer discussion lecture and presentation 2 X 50			0%

14	Understand the contents of the Construction and Property Business Skills Program Vocational School curriculum	Students can analyze the contents of the Vocational School curriculum for the Construction and Property Business Skills Program	Criteria: 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat	Question and answer discussion lecture and presentation 2 X 50		0%
15	Understand the contents of the Vocational School curriculum for the Modeling and Building Information Design Skills Program	Students can analyze the contents of the Vocational School curriculum for the Modeling and Building Information Design Skills Program	Criteria: 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat	Question and answer discussion lecture and presentation 2 X 50		0%
16						0%

Evaluation Percentage Recap: Project Based Learning

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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.