



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																																												
Vocational School Curriculum Study	8320503063		T=3 P=0 ECTS=4.77	2	July 18, 2024																																												
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																													
		Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																													
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)																																																
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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 the Building Engineering Vocational School curriculum. Learning is carried out by applying a constructivist approach. The learning activity ended with an exercise in compiling the Building Engineering Vocational School curriculum.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Bean JA et al. 1986. Curriculum Planning and Development. Sydney: Allyn and Bacon Inc. 2. Sukanto. 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 Skstruktur 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	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	Introduction and Explanation of GBRP	Students can explain the main material of assignments and the assessment system for 1 semester		Lectures 3 X 50			0%
2	Understanding the position of the curriculum in the learning process Understanding the importance of the curriculum for teachers	1.Students can: Explain the position of the curriculum in the learning process 2.Explain the importance of the curriculum for teachers	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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			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 lectures and 3 X 50 presentations			0%
12	Understand the contents of the Vocational School curriculum for Building Drawing Engineering and Wood Construction Engineering	Students can analyze the contents of the Vocational School curriculum for Building Drawing Engineering and Wood Construction Engineering	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 lectures and 3 X 50 presentations			0%
13	Understand the contents of the Concrete and Steel Construction Vocational School curriculum	Students can analyze the contents of the Concrete and Steel Construction Vocational School curriculum	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 lectures and 3 X 50 presentations			0%
14	Understand the contents of the Plumbing and Geomatics Engineering Vocational School curriculum	Students can analyze the contents of the Plumbing Engineering and Geomatics Vocational School curriculum	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 lectures and 3 X 50 presentations			0%
15	Understand the contents of the Furniture Engineering Vocational School curriculum	Students can analyze the contents of the Furniture Engineering Vocational School curriculum	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 lectures and 3 X 50 presentations			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.