



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Planning	8321102142	Core Personality Development Courses (MPKI)	T=2	P=0	ECTS=3.18	4	September 15, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Perencanaan Pembelajaran		Nugrahani Astuti, S.Pd., M.Pd.			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-9	Able to design, carry out, analyze and implement research results in the field of Culinary Education
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Program Objectives (PO)	
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PO - 1	Students have the ability to formulate culinary learning problems based on learning planning theory
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PO - 2	Students have knowledge of the concept of learning planning, instructional development, instructional development models, the role of learning theory, syllabus, and learning implementation plans (RPP) in culinary arts learning.
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PO - 3	Students have the ability to implement knowledge of learning planning, instructional development, instructional development models, learning theories, learning media, and learning evaluation in preparing a Culinary Learning Implementation Plan (RPP).
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PO - 4	Students have a responsible attitude in using learning planning knowledge to prepare syllabi, lesson plans, modules and worksheets, as well as assessment sheets in culinary arts learning
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PLO-PO Matrix	
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	<table border="1"> <tr> <td>P.O</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-9	PO-1		PO-2		PO-3		PO-4	
P.O	PLO-9										
PO-1											
PO-2											
PO-3											
PO-4											

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>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> </tr> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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																	PO-2																	PO-3																	PO-4																
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PO-4																																																																																																						

Short Course Description	Understanding of the concept of instructional planning and development, instructional development models, the role of learning theory, learning media, and learning evaluation, preparation of syllabi and lesson plans. Achieving learning outcomes is carried out through cooperative learning models and workshops on preparing learning tool portfolios.
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References	Main :
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1. Abdul Majid. 2011. Perencanaan Pembelajaran . Bandung: Remaja Rosdakarya.
2. Oemar Hamalik . 2003. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem . Jakarta: Kencana Prenada Media .
3. Wina Sanjaya. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan . Jakarta: Kencana Prenada Media .
4. Wina Sanjaya. 2008. Perencanaan dan Desain Sistem Pembelajaran . Jakarta: Kencana
5. 2013. Slabus SMK K-13 . Dikmenjur
6. Arends, Richard I. 2013. Belajar Untuk Mengajar, Buku I. Jakarta: Salemba Humanika
7. Arends, Richard I. 2013. Belajar Untuk Mengajar, Buku II. Jakarta: Salemba Humanika
8. Kaddarudi. 2022. Buku Media dan Multi Media Pembelajaran. Yogyakarta; Deepublish
9. Putro, Setiadi Cahyono dan Nidhom, Achmad Mursyidun. 2021. Perencanaan Pembelajaran. Malang: Ahlimedia Press
10. Sutikno, M.Sobry. 2021. Strategi Pembelajaran. Jakarta; Adab
11. Wajdi Farid, 2021, Buku Ajar Perencanaan Pengajaran di Perguruan Tinggi. Malang: Ahlimedia Perss

Supporters:

Supporting lecturer

Dra. Hj. Siti Sulandjari, M.Si.
Nugrahani Astuti, S.Pd., M.Pd.
Febriani Lukitasari, 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	Understand the basic concepts of planning and learning planning	1.1.1. Explain the basic concepts of planning and 2.1.2. Explain the purpose and benefits of planning and learning planning 3.1.3. Describe the scope of planning and learning planning 4.1.4. Curriculum is part of learning planning (current curriculum)	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Portfolio Assessment	<ul style="list-style-type: none"> • Test: check initial understanding with questions and answers • Assignment-1: paper on instructional design 2 X 50 		Material: Basics of Planning and Learning Planning Library: ----- Material: Learning Planning Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i> ----- Material: Basics of Library Planning : <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i>	5%

2	Understand the instructional design systems approach	<p>1.2.1 Explain the definition of an instructional design system</p> <p>2.2.2 Explain several types of instructional design systems</p> <p>3.2.3 Explain the steps for developing the PP SI model Dick & Carry Briggs and JE Kemp</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study, Discussion in groups • Assignment-2: paper on PROTA and PROMES 2 X 50 		<p>Material: Instructional design systems approach</p> <p>Reference: <i>Wajdi Farid, 2021, Textbook of Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: Instructional design systems approach</p> <p>Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p>	5%
3	Understand the characteristics of students	<p>1.3.1 Calculating effective weeks for vocational school cooking learning.</p> <p>2.3.2 Prepare an annual program for vocational school cooking learning</p> <p>3.3.3 Arrange a semester program for Culinary-SMK learning</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-3: paper on development of 2 X 50 syllabus 		<p>Material: Annual Program (PROTA) and Semester Program (PROMES)</p> <p>Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Annual Program (PROTA) and Semester Program (PROMES)</p> <p>References: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p>	5%

4	Understand the concept of the 2013 Vocational School curriculum	<p>1.4.1 Explain the syllabus development process</p> <p>2.4.2 Skilled in developing syllabi based on the 2013 curriculum and the independent curriculum</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-4: Paper on the process of 2 X 50 competency achievement indicators 		<p>Material: syllabus development based on the 2013 curriculum and the independent curriculum</p> <p>Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: syllabus development based on the 2013 curriculum and the independent curriculum</p> <p>Reference: 2013. Vocational School K-13 syllabus. Dikmenjur</p>	5%
5	Understand the substance of the 2013 SMK curriculum	<p>1.5.1. Explain the rules for preparing learning indicators.</p> <p>2.5.2. Explain the function of learning indicators</p> <p>3.5.3. Developing learning indicators as a component of Culinary Learning planning</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-5: Paper on 2 X 50 learning objectives 		<p>Material: Indicators of competency achievement in learning planning design</p> <p>Reference: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Indicators of competency achievement in learning planning design</p> <p>Reference: 2013. K-13 Vocational School Syllabus. Dikmenjur</p>	5%

6	Understand the process of developing Media and LP LKS Modules/handouts	<p>1.6.1. Explain the rules for writing learning objectives.</p> <p>2.6.2. Explain the function of learning objectives</p> <p>3.6.3. Develop learning objectives as a component of learning planning</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-6: Paper on designing learning materials 2 X 50 		<p>Material: Learning objectives in learning design</p> <p>References: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: Learning objectives in learning design</p> <p>Reference: <i>Wajdi Farid, 2021, Textbook of Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p>	5%
7		<p>1.7.1. Explain the rules of matter</p> <p>2.7.2. Identify the characteristics of matter</p> <p>3.7.3. Develop material for one meeting lesson plan</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case studies • Discussions in groups • Assignment-7: Papers on approaches, models, strategies, methods and learning techniques 2 x 50 		<p>Material: Learning materials</p> <p>Library: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i></p> <hr/> <p>Material: Learning materials</p> <p>Library: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: Learning materials</p> <p>Library: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p>	5%

8	Able to master the material from meetings 1 to 7	Mastering the material from meetings 1 to 7	Criteria: Assessment rubric Form of Assessment : Test	Midterm Exam 2 x 50		Material: Sub-CPMK 1-7 Reference: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i> <hr/> Material: Sub-CPMK 1-7 Bibliography: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i> <hr/> Material: Sub-CPMK 1-7 References: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i> <hr/> Material: Sub-CPMK 1-7 Reference: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i> <hr/> Material: Sub-CPMK 1-7 Bibliography: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i> <hr/> Material: Sub-CPMK 1-7 References: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i> <hr/> Material: Sub-CPMK 1-7 Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i>	10%
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9	Understand the syllabus development process based on the 2013 curriculum	<p>1.8.1. Explains models, methods, approaches, strategies, learning techniques</p> <p>2.8.2. Distinguish between models, methods, approaches, strategies, learning techniques</p> <p>3.8.3. Identify learning models that suit the demands of the RPP</p> <p>4.8.4. Choose learning methods that suit the demands of the RPP.</p> <p>5.8.5. Determine student-oriented learning techniques</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-8: Paper on teaching and learning activities according to approaches, models, strategies, methods and learning techniques 2 X 50 	<p>Material: approaches, models, strategies, learning methods and techniques</p> <p>References: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p> <hr/> <p>Material: approaches, models, strategies, methods and learning techniques</p> <p>Reference: <i>Wajdi Farid, 2021, Textbook of Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: approaches, models, strategies, learning methods and techniques</p> <p>Reference: <i>2013. K-13 Vocational School Syllabus. Dikmenjur</i></p>	10%
10		<p>1.9.1. Determine the syntax according to the learning model.</p> <p>2.9.2. Design learning activities (introduction, core and conclusion) according to the syntax.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-9: Paper on learning assessment 2 x 50 	<p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques</p> <p>Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques</p> <p>Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i></p> <hr/> <p>Material:</p>	10%

teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques.
Reference:
Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika

Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques.
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Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish

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Reference:
Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners

Material: teaching and learning activities in accordance

						with approaches, models, strategies, methods and learning techniques. Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i>	
11	Understand the RPP development process based on the 2013 curriculum syllabus	<p>1.9.1. Determine the syntax according to the learning model.</p> <p>2.9.2. Design learning activities (introduction, core and conclusion) according to the syntax.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-9: Paper on learning assessment 2 x 50 		<p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i></p> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques. Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i></p> <p>Material: teaching and learning activities in accordance with approaches, models,</p>	10%

					<p>strategies, methods and learning techniques. Library: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i></p> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, learning methods and techniques. Library: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, learning methods and techniques. Reference: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p> <p>Material: teaching and learning activities in accordance with approaches, models, strategies, methods and learning techniques. Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p>	
12	Able to design learning assessments based on the learning achievement indicators that have been designed	<p>1.10.1. Explain the difference between assessment and assessment</p> <p>2.10.2. Explain the rules for preparing test</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-10: Paper about completing the RPP with relevant 	<p>Material: learning assessment based on learning achievement indicators Reader: <i>Abdul Majid.</i></p>	10%

questions in
culinary arts
learning
3.10.3.
Determining
assessment
techniques in
culinary arts
learning
4.10.4.
Designing
learning
assessments
for the lesson
plan

learning tools
(LKPD, Hand-
outs/Modules,
assessment
instruments,
etc.)
2 x 50

2011.
*Learning
Planning.
Bandung:
Rosdakarya
Youth.*

Material:
learning
assessment
based on
learning
achievement
indicators
Reference:
*Arends,
Richard I.
2013.
Learning to
Teach, Book I.
Jakarta:
Salemba
Humanika*

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Learning to
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II. Jakarta:
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learning
assessment
based on
learning
achievement
indicators
Reader:
*Putro, Setiadi
Cahyono and
Nidhom,
Achmad
Mursyidun.
2021.
Learning
Planning.
Malang:
Ahlimedia
Press*

Material:
learning
assessment
based on
learning
achievement
indicators
References:
*Sutikno, M.
Sobry. 2021.
Learning
Strategy.
Jakarta;
Manners*

					<p>Material: learning assessment based on learning achievement indicators Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p> <p>Material: learning assessment based on learning achievement indicators Reference: <i>2013. K-13 Vocational School Syllabus. Dikmenjur</i></p>	
13		11.1 Create a culinary learning tool for one meeting	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case study • Discussion in groups • Assignment-11: Paper on compiling a portfolio report on making learning tools 2 x 50 	<p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) Library: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) References: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment</p>	10%

						<p>instruments, etc.) Library: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) Library: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) References: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) References: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p> <p>Material: relevant learning tools (LKPD, Hand-outs/Modules, assessment instruments, etc.) References: 2013. K-13 Vocational School Syllabus. Dikmenjur</p>	
14	Able to prepare portfolio reports for making learning tools	12.1 Prepare portfolio reports to create learning tools	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> • Case studies • Discussion in groups of 2 x 50 		<p>Material: learning tools Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung:</i></p>	10%

						<p>Rosdakarya Youth.</p> <p>Material: learning tools Reference: Arends, Richard I. 2013. <i>Learning to Teach, Book I.</i> Jakarta: Salemba Humanika</p> <p>Material: learning tools References: Arends, Richard I. 2013. <i>Learning to Teach, Book II.</i> Jakarta: Salemba Humanika</p> <p>Material: learning tools Library: Kaddarudi. 2022. <i>Media and Multi Media Learning Books.</i> Yogyakarta; Deepublish</p> <p>Material: learning tools Reader: Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. <i>Learning Planning.</i> Malang: Ahlimedia Press</p> <p>Material: learning tools References: Sutikno, M. Sobry. 2021. <i>Learning Strategy.</i> Jakarta; Manners</p> <p>Material: learning tools Reference: Wajdi Farid, 2021, <i>Textbook for Teaching Planning in Higher Education.</i> Malang: Ahlimedia Press</p> <p>Material: learning tools References: 2013. <i>K-13 Vocational School Syllabus.</i> Dikmenjur</p>	
15	Able to prepare portfolio reports for making learning tools	12.1 Prepare portfolio reports to create learning tools	<p>Criteria: Assessment rubric</p> <p>Form of</p>	<ul style="list-style-type: none"> • Case studies • Discussion in groups of 2-3 		<p>Material: learning tools Reader: Abdul Majid.</p>	10%

			<p>Assessment : Participatory Activities, Portfolio Assessment</p>	2 x 50		<p>2011. <i>Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: learning tools Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i></p> <hr/> <p>Material: learning tools References: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i></p> <hr/> <p>Material: learning tools Library: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i></p> <hr/> <p>Material: learning tools Reader: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: learning tools References: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p> <hr/> <p>Material: learning tools Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: learning tools References: <i>2013. K-13 Vocational School Syllabus. Dikmenjur</i></p>
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16	Understand the Module development process based on the 2013 curriculum	Able to master the material from meeting 1 to meeting 15		Final assessment of lecture material for meetings 1 to 14 2 X 50		<p>Material: Basics of Planning and Learning Planning Reader: <i>Abdul Majid. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Basic Planning and Learning Planning Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book I. Jakarta: Salemba Humanika</i></p> <hr/> <p>Material: Basic Planning and Learning Planning Reference: <i>Arends, Richard I. 2013. Learning to Teach, Book II. Jakarta: Salemba Humanika</i></p> <hr/> <p>Material: Basics of Planning and Learning Planning Library: <i>Kaddarudi. 2022. Media and Multi Media Learning Books. Yogyakarta; Deepublish</i></p> <hr/> <p>Material: Basic Planning and Learning Planning Reader: <i>Putro, Setiadi Cahyono and Nidhom, Achmad Mursyidun. 2021. Learning Planning. Malang: Ahlimedia Press</i></p> <hr/> <p>Material: Basic Planning and Learning Planning Reference: <i>Sutikno, M. Sobry. 2021. Learning Strategy. Jakarta; Manners</i></p> <hr/> <p>Material: Basics of</p>	25%
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						Planning and Learning Planning Reference: <i>Wajdi Farid, 2021, Textbook for Teaching Planning in Higher Education. Malang: Ahlimedia Press</i> <hr/> Material: Basics of Planning and Learning Planning Reference: 2013. K-13 Vocational School Syllabus. <i>Dikmenjur</i>
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	50%
3.	Test	10%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.