



**Universitas Negeri Surabaya  
Faculty of Engineering  
, Undergraduate Culinary Education 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>																																	
School Curriculum	8321102131		T=2   P=0   ECTS=3.18	2	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																		
	.....	.....		Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																		
<b>Learning model</b>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	STUDY CONCERNING the meaning of curriculum, development of the school curriculum, especially for Vocational Schools in the field of Culinary Management, curriculum analysis which includes analysis of tasks and materials, formulation of objectives and indicators of achievement, essential concepts and learning, misconceptions and coping strategies using ICT. This course is presented in the form of theory and assignments.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Direktorat Pembinaan SMP Depdiknas. 2009. Perkembangan Kurikulum SMP. Struktur Program, Proses Pembelajaran, dan Sistem Penilaian Sejak Jaman Penjajahan sampai dengan Era Reformasi . Jakarta: Direktorat Pembinaan SMP Depdiknas.</li> <li>2. Flick LB, Lederman NG. 2006. Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education . Dordrecht Netherland: Springer.</li> <li>3. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century . Australia: Allen &amp; Unwin.</li> <li>4. Kemendikbud. 2013. Pengembangan Kurikulum 2013 . Jakarta: Kementrian Pendidikan dan Kebudayaan.</li> <li>5. Mendikbud. 2019. Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran . Jakarta: Kemendikbud RI.</li> <li>6. Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences . Hongkong: Asia Society, Partnership for Global Learning.</li> <li>7. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book . McGraw-Hi</li> <li>8. Dokumen terkait kurikulum yang berlaku: a. Peraturan Pemerintah No 32 tahun 2013 tentang perubahan peraturan pemerintah no 19 tahun 2005 tentang Standar Nasional Pendidikan b. Permediknas RI Nomor 22 tahun 2006 tentang Standar Isi c. Permediknas RI Nomor 23 tahun 2006 tentang Standar Kompetensi Lulusan d. Permediknas RI Nomor 41 tahun 2007 tentang Standar Proses e. Permediknas RI Nomor 20 tahun 2007 tentang Standar Penilaian f. Permendikbud RI Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. g. Permendikbud RI Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah h. Permendikbud RI Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah i. Permendikbud RI Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah j. Permendikbud RI Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah k. Permendikbud RI No. 81A Tahun 2013 tentang Implementasi Kurikulum Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku Buku-buku IPA untuk SMP/MTs, SMA/MA, dan SMK.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Any Sutiadiningsih, M.Si. Mauren Gita Miranti, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Describe the meaning and form of curriculum	<ol style="list-style-type: none"> <li>1.Compare understanding of curriculum from various sources</li> <li>2.formulate an operational understanding of the curriculum, identify the form of the curriculum document</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Practical reports and products are assessed as assignments with a weight of 30%, USS with a weight of 20%.</li> <li>2.Student activities and responses during learning activities, especially practicums, are assessed as participation with a weight of 20%, UAS with a weight of 30%</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>		Presentation and discussion about the curriculum and curriculum document form 2 X 50	<p><b>Material:</b> Basic concepts of Curriculum, forms of curriculum documents</p> <p><b>Literature:</b></p>	5%
2	Analyze the philosophical foundations and learning approaches in curriculum development	<ol style="list-style-type: none"> <li>1.Explain the sources and types of curriculum development principles</li> <li>2.Explains the general principles of curriculum development</li> <li>3.Explains the specific principles of curriculum development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Practical reports and products are assessed as assignments with a weight of 30%</li> <li>2.Student activities and responses during learning activities are assessed as participation value, weight 5%</li> <li>3.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	2 X 50	Presentation, discussion (question and answer), using the online method 2x50 minutes		5%
3	Analyze the basic differences between content/objective based curriculum and Competency Based Curriculum (KBK) and their implications for teaching and learning activities	<ol style="list-style-type: none"> <li>1.</li> <li>2.Explain the philosophical basis for curriculum development</li> <li>3.Explain the psychological basis in curriculum development</li> <li>4.Explain the sociological basis for curriculum development</li> </ol>	<p><b>Criteria:</b> Student activities and responses during learning, and assignments to summarize and explore the material</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Form: lecturer presentation and discussion, and assignment of summarizing 2 X 50 material		5%
4	Analyzing paradigm changes, curriculum policy documents, learning approaches and assessment systems from KTSP to the 2013 Curriculum	<ol style="list-style-type: none"> <li>1.Explain the approach to curriculum development</li> <li>2.Explains conceptual models in curriculum development</li> <li>3.Explains models in curriculum development</li> <li>4.Explains the analysis of models in curriculum development</li> </ol>	<p><b>Criteria:</b> Participate during lectures, assess tasks to summarize and explore the material</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation of material by the lecturer, questions and answers, and giving assignments to summarize the material plus the results of the 2 X 50 exploration		<p><b>Material:</b> Approaches and Models for Vocational High School curriculum development</p> <p><b>Library:</b></p>	5%
5	Describe the relationship between SKL, Content Standards, KI, KD and competency achievement indicators in the 2013 Curriculum	<ol style="list-style-type: none"> <li>1.Explain the definition of an independent curriculum</li> <li>2.Explain the advantages of an independent curriculum</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student activities and responses during learning, as participation value</li> <li>2.The task is to explore and summarize material related to the independent curriculum, as an assignment value</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation of material by lecturers, questions and answers, and assignments to explore material related to the Independent Curriculum 2 X 50		<p><b>Material:</b> Merdeka Curriculum</p> <p><b>Library:</b></p>	5%

6	Describe the essence of the scientific approach in learning the field of culinary arts	<ol style="list-style-type: none"> <li>1.Explain the components contained in the Merdeka Curriculum Structure of the Arts and Crafts Vocational School.</li> <li>2.Explaining the Grouping of Subjects in the Independent Curriculum of Culinary Arts Vocational Schools</li> <li>3.Explains the calculation of time allocation in the Merdeka Culinary Arts Vocational School curriculum</li> </ol>	<p><b>Criteria:</b> Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Presentation of material by the lecturer, questions and answers. Giving group assignments (4 people) to study the Merdeka Vocational School Curriculum in the field of Culinary Arts expertise 2 X 50	<b>Material:</b> Merdeka Curriculum Structure <b>Library:</b>	5%
7	Describe the essence of the scientific approach in learning the field of culinary arts	<ol style="list-style-type: none"> <li>1.Explain the components contained in the Merdeka Curriculum Structure of the Arts and Crafts Vocational School.</li> <li>2.Explaining the Grouping of Subjects in the Independent Curriculum of Culinary Arts Vocational Schools</li> <li>3.Explains the calculation of time allocation in the Merdeka Culinary Arts Vocational School curriculum</li> </ol>	<p><b>Criteria:</b> Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Presentation of material by the lecturer, questions and answers. Giving group assignments (4 people) to study the Merdeka Vocational School Curriculum in the field of Culinary Arts expertise 2 X 50	<b>Material:</b> Merdeka Curriculum Structure <b>Library:</b>	5%
8	UTS		<p><b>Criteria:</b> USS weight 20%</p> <p><b>Form of Assessment :</b> Test</p>	Written Test (UTS) 2 X 50		10%
9	Skilled in developing subject syllabi in the field of culinary arts	<ol style="list-style-type: none"> <li>1. Skilled in compiling a syllabus according to the criteria in the process standards</li> <li>2. Skilled in explaining the results of syllabus preparation orally</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%</li> <li>2.USS weight 20%</li> <li>3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%</li> <li>4.US weight 30%</li> <li>5.Essay questions are accessed together on USS</li> <li>6.Performance questions are integrated during learning</li> </ol>	DiscussionAssignment 2 X 50		0%

10	Skilled in preparing learning objectives based on competency achievement indicators	Skilled in formulating learning objectives that contain complete elements	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Discussion Assignment 2 X 50			0%
11	Skilled in determining learning methods or models in compiling learning steps	1. Skilled in determining learning methods/models according to learning design principles 2. Skilled in arranging operational learning steps according to the scientific approach and chosen method/model	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Discussion Assignment 2 X 50			0%
12	Skilled in developing Learning Implementation Plans (RPP) for culinary subjects according to Process Standards	Skilled in preparing RPPs with a minimum format following Process Standards	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Discussion Assignment 2 X 50			0%

13	Skilled in compiling complete lesson plans in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topic/KD2. Skilled in compiling assessment instruments according to indicators	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	discussion assignment 2 X 50			0%
14	Skilled in compiling complete RPPs in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topic/KD2. Skilled in compiling assessment instruments according to indicators	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	discussion assignment 2 X 50			0%
15	Skilled in analyzing and evaluating learning designs based on the principle of three-anchor linkage (method-evaluation objectives)	1. Skilled in analyzing RPPs from the aspect of the relationship between objectives, methods and evaluation 2. Skilled in assessing RPPs using the RPP assessment rubric	<b>Criteria:</b> 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	5%
4.	Test	10%
		45%

## 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** 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.
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.