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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Vocational School Curriculum Study		8321103025		**T=3**	**P=0**	**ECTS=4.77**	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course studies the basic concepts of the curriculum, curriculum updates and examines the curriculum for the Culinary Skills Vocational School which consists of: 1) curriculum in the education system; 2) history of curriculum development in Indonesia: curriculum that has been implemented in Indonesia: 3) curriculum as a means of achieving educational goals; curriculum concepts, curriculum components and organization: 4) curriculum coaching and development; foundations, principles and models of curriculum development: 5) Renewing the curriculum at LPTK with curriculum targets, teacher qualifications and expected competencies for students; 6) K-13: K-13 SMK content standards, Curriculum Structure, innovation and Implementation of K-13 Culinary Skills: syllabus concept, and analysis of the SMK Culinary Skills syllabus. Lectures are carried out using a system of case study analysis, presentations and discussions, paper assignments, and reflections.

References	**Main :**	

1. Arifin, Zainal. 2011. Konsep dan Model Pengembangan Kurikulum . Bandung: Remaja Rosdakarya.
2. Hamalik, Oemar. 2017. Dasar Dasar Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya.
3. Mulyasa, E. 2014. Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya.
4. Mulyasa, E. 2004. Kurikulum Berbasis Kompetensi. Bandung: Remaja Rosdakarya.
5. Mulyasa, E. 2004. Kurikulum Tingkat Satuan Pendidikan. Bandung: Remaja Rosdakarya.
6. Mulyasa, E. 2018. Implementasi Kurikulum 2013 Revisi: Dalam Era Revolusi Industri. Jakarta: Bumi Aksara.
7. Winna, Sanjaya. 2010 . Kurikulum Dan Pembelajaran, (KTSP). Jakarta: Prenada Media Guru
8. Yani, Ahmad. 2014. Mindset Kurikulum 2013. Bandung: Alfabeta.
9. Kemendikbud. Kurikulum 2013 Sekolah Menengah Kejuruan. Jakarta
10. _____ . Undang-Undang Sistem Pendidikan Nasional no 20 tahun 2003

	Supporters:	

Supporting lecturer	Prof. Dr. Any Sutiadiningsih, M.Si. Dra. Niken Purwidiani, M.Pd. Nugrahani Astuti, 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 MK Curriculum Study, rules and course output	Understand the basic concepts of MK Curriculum Study, rules and course output		Lectures, questions and answers and discussions 3 X 50			0%
2	Understanding the curriculum in the education system	1. Explains (history) of educational reform at LPTK 2. Explain the qualifications of educational professionals 3. Identify the terms competency and professional	**Criteria:** 1. 1. Question no. 1 2. has a weight of 30, if 100% answered correctly 3. has a weight of 5, if 50% are answered correctly 4. has a weight of 0, if 100% are answered incorrectly 5. 2. Question no. 2 6. has a weight of 30, if 100% answered correctly 7. has a weight of 12.5, if 50% are answered correctly 8. has a weight of 0, if 100% are answered incorrectly 9. 3. Question no. 3 10. has a weight of 40, if 100% answered correctly 11. has a weight of 10, if 50% are answered correctly 12. has a weight of 0, if 100% are answered incorrectly	Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%

| 3 | Understanding the curriculum in the education system | 1. Explain the meanings of curriculum
2. Explain the nature and objectives of education
3. Explain the role and function of the curriculum in the education system
4. Identifying levels of educational goals
5. Identify the characteristics and objectives of SMK | **Criteria:**
1. 1. Question no. 1
2. has a weight of 10, if 100% answered correctly
3. has a weight of 5, if 50% are answered correctly
4. has a weight of 0, if 100% are answered incorrectly
5. 2. Question no. 2
6. has a weight of 25, if 100% answered correctly
7. has a weight of 12.5, if 50% are answered correctly
8. has a weight of 0, if 100% are answered incorrectly
9. 3. Question no. 3
10. has a weight of 20, if 100% answered correctly
11. has a weight of 10, if 50% are answered correctly
12. has a weight of 0, if 100% are answered incorrectly
13. 4. Question no. 4
14. has a weight of 20, if 100% answered correctly
15. has a weight of 10, if 50% are answered correctly
16. has a weight of 0, if 100% are answered incorrectly
17. 5. Question no. 5
18. has a weight of 25, if 100% answered correctly
19. has a weight of 12.5, if 50% are answered correctly
20. has a weight of 0, if 100% are answered incorrectly | Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50 | | | 0% |

| 4 | Understand curriculum organization | 1.Explain the meaning of curriculum organization,
2.Explain the various types of curriculum organizations,
3.Explain the principles of curriculum organization.
4.Identifying factors related to curriculum organization | **Criteria:**
1.1. Question no. 1
2.has a weight of 20, if 100% answered correctly
3.has a weight of 10, if 50% are answered correctly
4.has a weight of 0, if 100% are answered incorrectly
5.2. Question no. 2
6.has a weight of 20, if 100% answered correctly
7.has a weight of 12.5, if 50% are answered correctly
8.has a weight of 0, if 100% are answered incorrectly
9.3. Question no. 3
10.has a weight of 30, if 100% answered correctly
11.has a weight of 15, if 50% are answered correctly
12.has a weight of 0, if 100% are answered incorrectly
13.4. Question no. 4
14.has a weight of 30, if 100% answered correctly
15.has a weight of 15, if 50% are answered correctly
16.has a weight of 0, if 100% are answered incorrectly | Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50 | | | 0% |
| 5 | Understanding Curriculum Development | 1.Understanding the Foundations of Curriculum Development: a) Explaining the philosophical basis of the curriculum. Explaining the sociological basis; b) Explain the psychopedagogical basis; c) Explain the theoretical basis; d) Explain the juridical basis
2.Explaining curriculum development models
3.Identifying the characteristics of various curriculum development models based on experts
4.Explain the steps in developing a competency-based curriculum | | Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50 | | | 0% |

6	Understanding Curriculum Development	1. Understanding the Foundations of Curriculum Development: a) Explaining the philosophical basis of the curriculum. Explaining the sociological basis; b) Explain the psychopedagogical basis; c) Explain the theoretical basis; d) Explain the juridical basis 2. Explaining curriculum development models 3. Identifying the characteristics of various curriculum development models based on experts 4. Explain the steps in developing a competency-based curriculum		Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%
7	Understand the basic concepts of KTSP SMK	1. Explain the nature, objectives and principles of KTSP 2. Explain the basis for developing KTSP 3. Analyze development principles 4. Identifying KTSP Components		Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%
8	UTS	learning indicators 1 to 7		3 X 50			0%
9	Understand the nature of K-13 and Revised K-13	1. Analyze basic K-13 concepts 2. Explain the purpose and foundation of K-13 3. Analyze the basis for changing K13 to K-13 Revision 4. Identify the differences in characteristics of K-13 and K-13 Revision 5. Explains the preparation of KT-13 R 6. Explaining the K-13 R assumptions		Lectures, discussions, paper assignments, presentations and questions and answers Books, (2)(6), and (7), internet 3 X 50			0%
10	Understand the K-13 Revised Vocational School content standards	1. Explain the basic framework of K-13 R SMK 2. Explains the principles of K-13 R SMK 3. Explaining the K-13 R SMK load structure 4. Explain the study load and academic calendar 5. Analyzing SKL, KI, KD 6. Analyze how to develop K-13		Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50			0%

No	Sub-PO	Indicators		Learning Method				%
11	Understand the structure of the Skills Vocational School curriculum	1. Explain the meaning of curriculum structure 2. Identifying the composition of the Vocational School – K 13 skills curriculum 3. Composition of the Vocational School – K13 skills curriculum		Lectures, discussions, paper assignments, presentations and questions and answers 3 X 50				0%
12	Understand syllabus concepts	1. Explain the meaning of the syllabus 2. Identifying stages and syllabus development 3. Explains the principles & components of the syllabus 4. Identifying steps and sustainable syllabus development 5. Explains the results of observations of the syllabus for various subjects in vocational schools		scientific, cooperative: discussion and question and answer 3 X 50				0%
13	Hour distribution, Material	1. Analyze the number of hours and meetings 2. Analyze the depth of the material 3. Analyze the distribution of study hours and materials according to the academic calendar		3 X 50				0%
14	Analysis of the Culinary Skills Syllabus	Analyzing the Catering Skills syllabus		Scientific/ Cooperative/ Discussion and questions and answers 3 X 50				0%
15	Analysis of the Culinary Skills Syllabus	Analyzing the Catering Skills syllabus		Scientific/ Cooperative/ Discussion and questions and answers 3 X 50				0%
16	UAS	Meeting Indicators 1 to 15		3 X 50				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.