		Universitas Negeri Surabaya Faculty of Engineering, Undergraduate Study Program, Fashion Design Education		Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Review the Vocational School Curriculum		8321203110		T=3	P=0	ECTS=4.77		3	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
		....		....			Imami Arum Tri Rahayu, S.Pd., M.Pd.		

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 examines basic theory, understanding, dimensions, functions, role and scope of the curriculum, foundations for curriculum development, vocational school curriculum models, the 2013 (K13) vocational school curriculum, techniques for compiling and determining local content in the 2013 vocational school curriculum (K13) and implementing the vocational school curriculum in preparing learning plans. The lectures are implemented using an individual and classical approach in the form of lectures, questions and answers which are complemented by the use of projection media in the form of multimedia (LCD) as well as giving assignments within the scope of practice of preparing and developing a local content curriculum in the field of fashion design.

References	**Main :**	
	1. Arifin, Zainal . 2012. Konsep dan Model Pengembangan Kurikulum . Bandung: PT Remaja Rosdakarya 2. 2 . Crunkilton John R dan Finch Curtis R . 1979. Curiculum Development In Vocational and Technical Education,Planing, Content and Imlementation. Boston London Sydney: Allyn and Bacon. Inc 3 . Hamanik, Oemar . 2008. Dasar-Dasar Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya 4 . Hamanik, Oemar . 201. Manajemen Pengembangan Kurikulum. Bandung: Sekolah Pascasarjana UPI dan PT remaja Rosdakarya 5. Mulyasa . 2014. Pengembangan dan Implementasi Kurikulum K13. Bandung: PT Remaja Rosdakarya 6 . Mulyasa . 2009. Implementasi Kurikulum Tingkat Satuan Pendididkan. Jakarta: Bumi Aksara 7 . Reksoatmojo, TejoNaryoso . 2010. Pengembangan Kurikulum Pendiddikan Teknologi dan Kejuruan. Bandung: PT Revika Aditamav	
	Supporters:	

Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. Peppy Mayasari, 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)

No			Criteria				
1	Students understand the basic theories and concepts of the curriculum	1. Explain the meaning of curriculum 2. Describe the dimensions of the curriculum 3. Explain the function and role of the curriculum 4. Explain curriculum theory 5. Discuss the position of the curriculum in the national education system 6. Explain the relationship between curriculum and learning 7. Explain Curriculum Management	**Criteria:** attached	Presentation and discussion 3 X 50			0%
2	Students understand the principles and stages of curriculum development	1. Sources and types of curriculum development principles 2. General principles of curriculum development 3. Explain specific principles of curriculum development	**Criteria:** attached	Presentation and discussion 3 X 50			0%
3	Students have the ability to study the basis for curriculum development	1. Explain the philosophical basis in curriculum development 2. Explain the psychological basis in curriculum development 3. Explain the sociological basis in curriculum development 4. Explain the science and technology basis in curriculum development	**Criteria:** attached	Presentation and discussion 3 X 50			0%
4	Students understand the approaches and models for Vocational High School curriculum development	1. Explain approaches in curriculum development 2. Explain conceptual models in curriculum development 3. Explain models in curriculum development 4. Explain analysis of models in curriculum development 5. Explain models in curriculum development in Indonesia	**Criteria:** attached	Presentation and discussion 3 X 50			0%
5	Students are familiar with the competency-based curriculum model for Vocational High Schools	1. Explain the guidelines for developing the KTSP-SMK curriculum 2. Explain the components of the KTSP-SMK curriculum 3. Provide an example of syllabus development for the KTSP-SMK curriculum 4. Practice implementing the preparation of the KTSP-SMK curriculum	**Criteria:** attached	Discussion Presentation Discussion Modeling and Reflection 3 X 50			0%

6	Students are familiar with the competency-based curriculum model for Vocational High Schools	1. Explain the guidelines for developing the KTSP-SMK curriculum 2. Explain the components of the KTSP-SMK curriculum 3. Provide an example of syllabus development for the KTSP-SMK curriculum 4. Practice implementing the preparation of the KTSP-SMK curriculum	**Criteria:** attached	Discussion Presentation Discussion Modeling and Reflection 3 X 50			0%
7	Students get to know the life skills oriented curriculum model of Vocational High School	1. Explain the rationale for the KBKH-SMK curriculum 2. Explain the objectives and scope of the KBKH-SMK curriculum 3. Explain the meaning and types of life skills in KTSP-SMK 4. Explain the KTSP-SMK curriculum development model 5. Provide an example of developing a syllabus in the curriculum KTSP-SMK 6. Practicing the implementation of the KTSP-SMK curriculum preparation	**Criteria:** attached	Modeling and Reflection Discussion Presentation 3 X 50			0%
8	Students get to know the local curriculum model for Vocational High Schools	1. Explain the rationale and meaning of local content of the SMK curriculum 2. Explain the formal juridical basis of local content 3. Explain the functional purpose and scope of local content of the SMK curriculum 4. Explain the selection criteria and methods for developing local content of the SMK curriculum 5. Explain the pilot model for implementing the content local content in the vocational school curriculum 6. Explain the model for developing local content in the vocational school curriculum	**Criteria:** attached	Discussion Presentation 3 X 50			0%
9		UTS		3 X 50			0%

10	Students get to know the 2013 Vocational High School curriculum model	1. Explain the rationale and meaning of the 2013 vocational school curriculum 2. Explain the key to success of the 2013 curriculum from the leadership style of vocational school principals 3. Explain teacher creativity in implementing the 2013 vocational school curriculum 4. Explain teacher activities in implementing the 2013 vocational school curriculum 5. Explain curriculum socialization SMK 2013 6. Explain the learning facilities and resources in the implementation of the 2013 SMK curriculum 7. Explain the academic environment that is conducive to the implementation of the SMK curriculum	**Criteria:** attached	Discussion Presentation 3 X 50			0%
11	Students have and are skilled at developing curriculum and compiling local content in the 2013 Vocational School curriculum (K13)	1. Explain the learning facilities and resources in the implementation of the 2013 Vocational School curriculum 2. Explain the learning facilities and resources in the implementation of the 2013 Vocational School curriculum	**Criteria:** attached	Presentation and discussion 3 X 50			0%
12	Students have and are skilled at developing curriculum and compiling local content in the 2013 Vocational School curriculum (K13)	1. Practicing local materials and potential (local wisdom) in the implementation of the 2013 Vocational School curriculum 2. Practicing in selecting and determining learning approaches in the implementation of the 2013 Vocational School curriculum 3. Practicing success criteria in the application of local content in the 2013 Vocational School curriculum	**Criteria:** attached	Reflection Discussion Modeling 3 X 50			0%
13	Students are able to implement the vocational school curriculum in preparing learning plans	1. Practice preparing learning plans for Vocational Schools for the Fashion Design Study Program 2. Prepare learning plans based on the educational calendar	**Criteria:** attached	Reflection Discussion Modeling 3 X 50			0%
14	Students are able to implement the vocational school curriculum in preparing learning plans	1. Design learning based on the Vocational School syllabus for the fashion design study program 2. Develop learning evaluation tools according to success criteria	**Criteria:** attached	Modeling, discussion and reflection 3 X 50			0%

| 15 | Have a responsible attitude in reviewing the vocational school curriculum (subject matter objectives, learning process and evaluation | 1. Describe the concept of the work results of the organization/school 2. Observe and discuss the steps for evaluating the work results of the organization/school 3. Skilled in evaluating the work results of the organization/school 4. Present a report on the results of discussions on the SMK fashion design study program curriculum | **Criteria:** attached | Presentation and discussion 3 X 50 | | | 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.