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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
SCHOOL CURRICULUM		8321202153	Compulsory Curriculum Subjects - National	T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Prof. Dr. Marniati, SE. MM.		Dr.Lutfiyah Hidayati, M.Pd			Imami Arum Tri Rahayu, S.Pd., M.Pd.	

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	PLO-7 — Skilled in designing teaching tools and applying them in learning in the field of fashion design
	Program Objectives (PO)
	PO - 1 — Students have knowledge and understanding of basic curriculum concepts and theories
	PO - 2 — Students can remember and be able to study principles, basic approaches and curriculum development models
	PO - 3 — Students are skilled at implementing the vocational school curriculum in compiling learning modules/planning
	PO - 4 — Students have a responsible attitude in compiling/reviewing the vocational school curriculum (objectives, subject matter, learning process, and evaluation) in the field of fashion expertise.
	PLO-PO Matrix

P.O	PLO-7
PO-1	
PO-2	
PO-3	
PO-4	

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
PO-1																
PO-2																
PO-3																
PO-4																

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. 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 Aditama
	Supporters:

Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. Mita Yuniati, 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	Students understand the basic theories and concepts of the curriculum	1.1. Explain the meaning of curriculum 2. Describe the dimensions of the curriculum 3. Explain the function and role of the curriculum 2.2. Describe the dimensions of the curriculum 3.3. Explain the function and role of the curriculum	**Criteria:** 1.1. score 35 2.2. score 30 3.3. score 35 4.Total score 100 **Form of Assessment** : Participatory Activities, Tests	Online presentation and discussion 2 X 50		**Material:** basic curriculum concepts **Reader:** *Arifin, Zainal . 2012. Concepts and Models of Curriculum Development. Bandung: PT Teen Rosdakarya*	5%
2	Students understand the principles and stages of curriculum development	1. Explain the sources and types of curriculum development principles 2. Explain the general principles of curriculum development 3. Explain the specific principles of curriculum development	**Form of Assessment** : Participatory Activities, Tests	2 X 50 online presentations and discussions		**Material:** stages of curriculum development **Reader:** *Hamanik, Oemar . 2008. Basics of Curriculum Development. Bandung: PT Teen Rosdakarya*	3%
3	Students have the ability to study the basis for curriculum development	1.1. Explain the philosophical basis for curriculum development 2.2. Explain the psychological basis for curriculum development 3.3. Explain the sociological basis for curriculum development 4.4. Explain the basis of science and technology in curriculum development	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities, Tests	2 X 50 online presentations and discussions		**Material:** foundations for curriculum development **References:** *Hamanik, Oemar . 201. Curriculum Development Management. Bandung: UPI Postgraduate School and Rosdakarya youth PT*	5%
4	Students understand the approaches and models for Vocational High School curriculum development	1.1. Explain the approach to curriculum development 2.2. Explain the concept model in curriculum development 3.3. Explain models in curriculum development 4.4. Explain the analysis of models in curriculum development	**Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 online presentations and discussions		**Material:** Vocational High School curriculum development model **Library:** *Mulyasa. 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%
5	Students are familiar with the competency-based curriculum model for Vocational High Schools	1.1. Explain the KTSP-SMK curriculum development guide 2.2. Explain the components of the KTSP-SMK curriculum 3.3. Provide an example of syllabus development for the KTSP-SMK curriculum 4.4. Explain the KTSP-SMK curriculum development model	**Criteria:** attached **Form of Assessment** : Participatory Activities, Tests	Discussion Presentation Online discussion modeling and reflection 2 X 50		**Material:** Vocational School Curriculum **Library:** *Mulyasa . 2009. Implementation of the Education Unit Level Curriculum. Jakarta: Bumi Literacy*	5%

6	Students get to know the life skills oriented curriculum model of Vocational High School	1.1. 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 2.2. Explain the objectives and scope of the KBKH-SMK curriculum 3.3. Explain the meaning and types of life skills in KTSP-SMK	**Criteria:** attached **Form of Assessment** : Participatory Activities	Online Modeling and Reflection Discussion Presentation 2 X 50		**Material:** life skills oriented curriculum **Reference:** *Reksoatmojo, TejoNaryoso . 2010. Technology and Vocational Education Curriculum Development. Bandung: PT Revika Aditama*	5%
7	Students get to know the 2013 Vocational High School curriculum model	1.1. Explain the basic thinking and meaning of the 2013 Vocational School curriculum 2.2. Explain teacher activities in implementing the 2013 vocational school curriculum 3.3. Explain the learning facilities and resources in the implementation of the 2013 Vocational School curriculum	**Criteria:** attached **Form of Assessment** : Participatory Activities	Online Discussion Presentation 2 X 50		**Material:** 2013 curriculum **Library:** *Mulyasa . 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%
8	UTS			2 X 50			20%
9	Students understand and are skilled at developing curriculum and compiling local content in the 2013 (K13) Vocational School curriculum	1.Explain the sources and types of developing the K 13 curriculum for secondary schools 2.Explains the specific principles of developing the K 13 curriculum for secondary schools 3.Explains techniques for compiling local mustsn for the K 13 vocational high school curriculum	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 online presentations and discussions		**Material:** Preparing mulok **curriculum Library:** *Mulyasa . 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	0%
10	Students understand and are skilled at developing curriculum and compiling local content in the 2013 (K13) Vocational School curriculum	1.Explain the sources and types of developing the K 13 curriculum for secondary schools 2.Explains the specific principles of developing the K 13 curriculum for secondary schools 3.Explains techniques for compiling local mustsn for the K 13 vocational high school curriculum	**Criteria:** 1 -100	2 X 50 online presentations and discussions		**Material:** Developing a Mulok Curriculum **Library:** *Mulyasa . 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%
11	Students understand and are skilled at developing curriculum and compiling local content in the 2013 (K13) Vocational School curriculum	1.Explain the sources and types of developing the K 13 curriculum for secondary schools 2.Explains the specific principles of developing the K 13 curriculum for secondary schools 3.Explains techniques for compiling local mustsn for the K 13 vocational high school curriculum	**Criteria:** 1 -100 **Form of Assessment** : Participatory Activities	2 X 50 online presentations and discussions		**Material:** Developing mulok **Library:** *Mulyasa . 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%

No							
12	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	1. Explains applying KI and KD in making learning plans at vocational schools 2. Explains techniques for developing KD to determine learning materials and methods in making lesson plans in vocational schools 3. Explains techniques for designing evaluations according to KD in making learning plans in vocational schools	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Presentation and discussion pnline 2 X 50		**Material:** applying the K 13 curriculum in making learning plans at **Pustaka Vocational School:** *Mulyasa. 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%
13	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	1. Explains applying KI and KD in making learning plans at vocational schools 2. Explains techniques for developing KD to determine learning materials and methods in making lesson plans in vocational schools 3. Explains techniques for designing evaluations according to KD in making learning plans in vocational schools	**Criteria:** 1 - 100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation and discussion pnline 2 X 50		**Material:** Curriculum development practices **Reference:** *Mulyasa. 2014. Development and Implementation of the K13 Curriculum. Bandung: PT Teen Rosdakarya*	5%
14	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	1. Explains applying KI and KD in making learning plans at vocational schools 2. Explains techniques for developing KD to determine learning materials and methods in making lesson plans in vocational schools 3. Explains techniques for designing evaluations according to KD in making learning plans in vocational schools	**Criteria:** score 30 score 40 score 30 Total = 100	Presentation and discussion pnline 2 X 50			0%
15	Students are skilled at implementing the vocational school curriculum in preparing learning plans	1. Discuss the results of group work in preparing learning objectives in the RPP for K 13 Vocational Schools 2. Discuss the results of group work in preparing materials and methods for RPP at K 13 Vocational School 3. Discuss the results of group work in developing assessment/evaluation techniques for RPP at K 13 SMK	**Criteria:** score 30score 30score 40Total = 100	2 X 50 online presentations and discussions			0%
16		UAS		2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	29.42%
2.	Project Results Assessment / Product Assessment	2.92%
3.	Portfolio Assessment	5.42%
4.	Practical Assessment	1.25%
5.	Test	9%
		48.01%

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.