



**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												
Vocational Education	8321202079		T=2 P=0 ECTS=3.18	5	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	Conducting a study of the basic theory and foundations of vocational/vocational education, (meaning, scope, vocational education system) vocational education models, workforce levels, analyzing the implementation of vocational education at vocational schools and vocational training institutions. Understanding the development of vocational education in Southeast Asia. Lectures are carried out using individual and group approaches in the form of lectures, questions and answers accompanied by the use of projection media in the form of multimedia (LCD) as well as giving assignments within the scope of writing papers and producing study reports in theoretical form.																
References	Main :																
	<ol style="list-style-type: none"> 1. Billett Stephen, 2011. Vocational Education, Purposes, Traditional and Prospects. Landon New York: Springer 2. Dar Amit, Fluitman Fred, Gill Indermit S, 2000. Vocational Education and Training Reform. Landon New York: Oxford University Press 3. Sudirman Putu, 2012. Filsafat & Teori Pendidikan Vokasi dan Kejuruan. Yogyakarta: UNY Press 4. Wibawa Basuki, 2005. Pendidikan Teknologi dan Kejuruan, Manajemen dan Implementasi di Era Otonomi. Surabaya: Kertajaya Duta Media 																
	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)										
1	Students understand the basic theories and foundations of vocational/vocational education by utilizing learning resources.	Explain the basic concepts and theories of vocational/vocational education	Criteria: 0-100	Presentation, discussion 2 X 50			0%										

2	Students understand the basic theories and foundations of vocational/vocational education by utilizing learning resources.	Explain the basic concepts and theories of vocational/vocational education	Criteria: 0-100	Presentation, discussion 2 X 50			0%
3	Understand the history of the development of vocational education in Indonesia	1. Make a summary of the development of vocational education in Indonesia 2. Identify the development of vocational education in Indonesia	Criteria: 1-100	1. Presentation, discussion and reflection 2. Presentation, observation and reflection 4 X 50			0%
4	Understand the history of the development of vocational education in Indonesia	1. Make a summary of the development of vocational education in Indonesia 2. Identify the development of vocational education in Indonesia	Criteria: 1-100	1. Presentation, discussion and reflection 2. Presentation, observation and reflection 4 X 50			0%
5	Able to analyze vocational education systems and levels	1. Explain the concept and system of vocational education. Explains the concept and levels of vocational education	Criteria: 0-100	Presentation, observation and reflection 4 X 50			0%
6	Able to analyze vocational education systems and levels	1. Explain the concept and system of vocational education. Explains the concept and levels of vocational education	Criteria: 0-100	Presentation, observation and reflection 4 X 50			0%
7	Able to analyze vocational/vocational education models	1. Explain vocational education models 2. Identify vocational education models in Indonesia	Criteria: 0-100	Presentation, observation and reflection 4 X 50			0%
8		UTS	Criteria: 0-100	2 X 50			0%
9	Able to analyze vocational/vocational education models	1.Explain vocational/vocational education models 2. Identify vocational/vocational education models in Indonesia	Criteria: 0-100	Presentation Observation Reflection 2 X 50			0%
10	Understanding the development of vocational education in Southeast Asia	1. Summarize the development of vocational education in Southeast Asia 2. Identify the development of vocational education in China, Korea and Taiwan 3. Identify the development of vocational education in Malaysia 4. Identify the development of vocational education in Singapore	Criteria: 0-100	Presentation, discussion and reflection 4 X 50			0%
11	Understanding the development of vocational education in Southeast Asia	1. Summarize the development of vocational education in Southeast Asia 2. Identify the development of vocational education in China, Korea and Taiwan 3. Identify the development of vocational education in Malaysia 4. Identify the development of vocational education in Singapore	Criteria: 0-100	Presentation, discussion and reflection 4 X 50			0%

12	Understanding the development of vocational education in Southeast Asia	1. Summarize the development of vocational education in Southeast Asia 2. Identify the development of vocational education in China, Korea and Taiwan 3. Identify the development of vocational education in Malaysia 4. Identify the development of vocational education in Singapore	Criteria: 0-100	Presentation, discussion and reflection 4 X 50			0%
13	Understanding the development of vocational education in Southeast Asia	1. Summarize the development of vocational education in Southeast Asia 2. Identify the development of vocational education in China, Korea and Taiwan 3. Identify the development of vocational education in Malaysia 4. Identify the development of vocational education in Singapore	Criteria: 0-100	Presentation, discussion and reflection 4 X 50			0%
14	Understand the development of workforce levels in Indonesia	Explains: - Labor force levels - Labor force levels - Labor criteria in Indonesia	Criteria: 0-100	Presentation, discussion and reflection 2 X 50			0%
15							0%
16	UAS		Criteria: 0-100	2 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.**