



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

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>																																	
Vocational School Curriculum Study	8321203048		T=3 P=0 ECTS=4.77	3	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Imami Arum Tri Rahayu, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		P.O																																				
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																					
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">P.O</td> <td colspan="16" style="text-align: center; padding: 2px;">Week</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">1</td><td style="padding: 2px;">2</td><td style="padding: 2px;">3</td><td style="padding: 2px;">4</td><td style="padding: 2px;">5</td><td style="padding: 2px;">6</td><td style="padding: 2px;">7</td><td style="padding: 2px;">8</td><td style="padding: 2px;">9</td><td style="padding: 2px;">10</td><td style="padding: 2px;">11</td><td style="padding: 2px;">12</td><td style="padding: 2px;">13</td><td style="padding: 2px;">14</td><td style="padding: 2px;">15</td><td style="padding: 2px;">16</td> </tr> </table>				P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b> 1. <b>Arifin Zainal.</b> 2012. <i>Konsep dan Model Pengembangan Kurikulum.</i> Bandung: PT Remaja Rosdakarya <b>Crunkilton John R dan Finch Curtis R.</b> 1979. <i>Curriculum Development in Vocational and Technical Education.Planning, Content, and Imlementation .</i> Boston London Sydney: Allyn and Bacon. Inc <b>Hamanik Oemar.</b> 2008. <i>Dasar-dasar Pengembangan Kurikulum.</i> Bandung: PT Remaja Rosdakarya <b>Hamanik Oemar.</b> 2010. <i>Manajemen Pengembangan Kurikulum.</i> Bandung: Sekolah Pascasarjana UPI dan PT Remaja Rosdakarya <b>Mulyasa.</b> 2014. <i>Pengembangan dan Implementasi Kurikulum 2013.</i> Bandung: PT Remaja Rosdakarya <b>Mulyasa.</b> 2009. <i>Implementasi Kurikulum Tingkat Satuan Pendidikan.</i> Jakarta: Bumi Aksra <b>Reksoatmojo TejoNarsoyo.</b> 2010. <i>Pengembangan Kurikulum Pendidikan Teknologi dan Kejuruan.</i> Bandung: PT Refika Aditamav  <b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Marniati, S.E., M.M. Dr. Lutfiyah Hidayati, 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	Explain the meaning of curriculum. Explain the dimensions of the curriculum. Explain the function and role of the curriculum. Explain curriculum theory. Discuss the position of the curriculum in the National Education System. Explain the relationship between curriculum and learning. Explain curriculum management.	<b>Criteria:</b> Attached	3 X 50 discussion presentation			0%
2	Students understand the principles and stages of curriculum development	Explain the sources and types of curriculum development principles. Explain the general principles of curriculum development. Explain the specific principles of curriculum development	<b>Criteria:</b> Attached	3 X 50 discussion presentation			0%
3	Students have the ability to study the basis for curriculum development	Explaining the philosophical foundations in curriculum development Explaining the psychological foundations in curriculum development Explaining the sociological foundations in curriculum development Explaining the science and technology foundations in curriculum development	<b>Criteria:</b> Attached	3 X 50 discussion presentation			0%
4	Students understand approaches and models for developing the Vocational High School curriculum	Explaining approaches in curriculum development Explaining conceptual models in curriculum development Explaining models in curriculum development Explaining analysis of models in curriculum development Explaining models in curriculum development in Indonesia	<b>Criteria:</b> Attached	3 X 50 discussion presentation			0%

5	Students are familiar with the competency-based curriculum model for Vocational High Schools	Explaining the Vision and Mission and objectives of national education as the basis for the KBK-SMK model. Explaining the competency standards for graduates in the KBK-SMK curriculum. Explaining the meaning of the KBK-SMK curriculum. Explaining the principles and components of KBK-SMK. Explaining the objectives of school administration and the competency of graduates in the KBK-SMK curriculum. Providing examples of structures and organizing KBK - SMK Explains the assessment system and quality improvement program for KBK - SMK	<b>Criteria:</b> Attached	Discussion presentation Modeling discussion and reflection 3 X 50			0%
6	Students are familiar with the Vocational High School education unit level curriculum model	Explaining the KTSP - SMK curriculum development guide Explaining the components of the KTSP - SMK curriculum Providing an example of developing a syllabus for the KTSP - SMK curriculum Practicing the implementation of preparing the KTSP - SMK curriculum	<b>Criteria:</b> Attached	Discussion presentation Modeling discussion and reflection 3 X 50			0%
7	Students are familiar with the life skills-oriented curriculum model for Vocational High Schools	Explaining the rationale for the KBKH - SMK curriculum Explaining the aims and scope of the KBKH - SMK curriculum Explaining the meaning and types of life skills in KTSP - SMK Explaining the model for developing the KTSP - SMK curriculum Providing an example of developing a syllabus for the KTSP - SMK curriculum Practicing the implementation of preparing the KTSP - SMK curriculum	<b>Criteria:</b> Attached	Discussion presentation Modeling discussion and reflection 3 X 50			0%
8				3 X 50			0%

9	Students get to know the 2013 curriculum model for Vocational High Schools	Explaining the rationale and meaning of the 2013 Vocational School curriculum. Explaining the key to success of the 2013 curriculum from the leadership style of SMK schools. Explaining teacher creativity in implementing the 2013 Vocational School curriculum. Explaining teacher activities in implementing the 2013 Vocational School curriculum. Explaining the socialization of the 2013 Vocational School curriculum. Explaining the facilities and learning resources in implementation. 2013 Vocational School curriculum Explains the academic environment that is conducive to implementing the Vocational School curriculum	<b>Criteria:</b> Attached	3 X 50 discussion presentation			0%
10	Students have and are skilled at developing curriculum and compiling local content in the 2013 Vocational School curriculum (K13)	v Explain the learning facilities and resources in the implementation of the 2013 vocational school curriculum. Explain the learning facilities and resources in the implementation of the 2013 vocational school curriculum.	<b>Criteria:</b> Attached	v 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)	Practicing local material and potential (local wisdom) in the implementation of the 2013 vocational school curriculum. Practicing selecting and determining learning approaches in the implementation of the 2013 vocational school curriculum. Practicing success criteria in the application of local content in the 2013 vocational school curriculum.	<b>Criteria:</b> Attached	Modeling discussion and reflection 3 X 50			0%
12	Students are able to implement the vocational school curriculum in preparing learning plans	v Practicing the preparation of learning plans for vocational school fashion design study programs. Preparing learning plans based on the educational calendar	<b>Criteria:</b> Attached	Modeling discussion and reflection 3 X 50			0%
13	Students are able to implement the vocational school curriculum in preparing learning plans	Designing learning based on the vocational school syllabus for the fashion design study program. Developing learning evaluation tools according to success criteria	<b>Criteria:</b> Attached	Modeling discussion and reflection 3 X 50			0%

14	v Have a responsible attitude in reviewing the vocational school curriculum (subject matter objectives of the learning and evaluation process)	Describe the concept of the work results of the organization/school Observe and discuss the steps for evaluating the work results of the organization/school Skilled in evaluating the work results of the organization/school Present a report on the results of the discussion on the vocational school curriculum for the fashion design study program	Criteria: Attached	3 X 50 discussion presentation			0%
15							0%
16				3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.