



Universitas Negeri Surabaya
Faculty of Engineering
, Information Technology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
School Curriculum	8320702116		T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Drs. Bambang Sujatmiko, M.T.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																		
PLO-7	Mastering concepts, innovative learning models, and teaching programs in information technology relevant to the latest technological developments.																																		
PLO-13	Able to develop innovative educational products or learning resources using scientific design-based strategies to support teaching activities that can be integrated with ICT.																																		
Program Objectives (PO)																																			
PLO-PO Matrix																																			
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-13</td> </tr> </table>	P.O	PLO-7	PLO-13																															
P.O	PLO-7	PLO-13																																	
PO Matrix at the end of each learning stage (Sub-PO)																																			
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
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	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 carried out 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.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Wibawa, Setya Chendra. 2021. Kurikulum Sekolah. CV Cerdas Ulet Kreatif 2. Arifin, Zainal . 2012. Konsep dan Model Pengembangan Kurikulum . Bandung: PT Remaja Rosdakarya 3. Crunkilton John R dan Finch Curtis R . 1979. Curriculum Development In Vocational and Technical Education,Planing, Content and Imlementation. Boston London Sydney: Allyn and Bacon. Inc 4. Hamanik, Oemar . 2008. Dasar-Dasar Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya 5. Hamanik, Oemar . 201. Manajemen Pengembangan Kurikulum. Bandung: Sekolah Pascasarjana UPI dan PT remaja Rosdakarya 6. Mulyasa . 2014. Pengembangan dan Implementasi Kurikulum K13. Bandung: PT Remaja Rosdakarya 7. Mulyasa . 2009. Implementasi Kurikulum Tingkat Satuan Pendididkan. Jakarta: Bumi Aksara 8. Reksotoarjo, TejoNaryoso . 2010. Pengembangan Kurikulum Pendididkan Teknologi dan Kejuruan. Bandung: PT Revika Aditama <p>Supporters:</p>
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Supporting lecturer	Prof. Dr. Ekohariadi, M.Pd. Ramadhan Cakra Wibawa, S.Pd., M.Kom.
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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. Explain the meaning of curriculum 2. Describe the dimensions of the curriculum 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	Online presentation and discussion 2 X 50			0%
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	Criteria: 1.1. score 35 2.2. score 30 3.3. score 35 4.Total score 100	2 X 50 online presentations and discussions			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: 1.1. score 25 2.2. score 25 3.3. score 25 4.4. score 25 5.Total score 100	2 X 50 online presentations and discussions			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	Criteria: attached	2 X 50 online presentations and discussions			0%
5	Students are familiar with the competency-based curriculum model for Vocational High Schools	1. Explain the KTSP-SMK curriculum development guide 2. Explain the components of the KTSP-SMK curriculum 3. Provide an example of syllabus development for the KTSP-SMK curriculum	Criteria: attached	Discussion Presentation Online discussion modeling and reflection 2 X 50			0%
6	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	Criteria: attached	Online Modeling and Reflection Discussion Presentation 2 X 50			0%
7	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 teacher activities in implementing the 2013 Vocational School curriculum 3. Explain learning facilities and resources in implementing the 2013 Vocational School curriculum	Criteria: attached	Online Discussion Presentation 2 X 50			0%
8	UTS			2 X 50			0%
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: score 30score 30score 40Total score = 100	2 X 50 online presentations and discussions			0%

10	Students understand and are skilled at developing curriculum and compiling local content in the 2013 (K13) Vocational School curriculum	<ol style="list-style-type: none"> 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: score 30score 30score 40Total score = 100	2 X 50 online presentations and discussions			0%
11	Students understand and are skilled at developing curriculum and compiling local content in the 2013 (K13) Vocational School curriculum	<ol style="list-style-type: none"> 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: score 30score 30score 40Total score = 100	2 X 50 online presentations and discussions			0%
12	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	<ol style="list-style-type: none"> 1.Explains applying KI and KD in making learning plans at vocational school 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 p/line 2 X 50			0%
13	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	<ol style="list-style-type: none"> 1.Explains applying KI and KD in making learning plans at vocational school 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 p/line 2 X 50			0%
14	Students understand and are skilled at applying the K 13 curriculum in making learning plans at vocational schools	<ol style="list-style-type: none"> 1.Explains applying KI and KD in making learning plans at vocational school 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 p/line 2 X 50			0%

15	Students are skilled at implementing the vocational school curriculum in preparing learning plans	<p>1. Discuss the results of group work in preparing learning objectives in the RPP for K 13 Vocational Schools</p> <p>2. Discuss the results of group work in preparing materials and methods for RPP at K 13 Vocational School</p> <p>3. Discuss the results of group work in developing assessment/evaluation techniques for RPP at K 13 SMK</p>	<p>Criteria: score 30 score 30 score 40 Total = 100</p>	2 X 50 online presentations and discussions			0%
16		UAS		2 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.