	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
Vocational School Curriculum Study	8320703029		T=2	P=1	ECTS=4.77	5	July 18, 2024

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

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	Study of curriculum development in Indonesia, international school curriculum, Competency Based Curriculum (KBK), Education Unit Level Curriculum (KTSP), 2013 Curriculum (K-2013), technical policies for development and implementation of the SMK curriculum, legal basis for curriculum development, implementation guidelines vocational school curriculum, and curriculum studies in schools/educational institutions
References	**Main :**

1. Wibawa, Setya chendra, 2015. Kurikulum SMK yang Kreatif , Modul kuliah Kajian Kurikulum SMK, FT-Unesa
2. Frei, Shelly, dan Gammill, Amy dan Sally Irons. 2007. Integrating Technology Into the Curriculum. USA: Shell Education
3. Pinar, William F. dan Irwin, Rita L. 2005. Curriculum in a New Key: The Collected Works of Ted T. Aoki.New Jersey: Lawrence Erlbaum Associates
4. Seel, Norbert M. dan Dijkstra, Sanne. 2004. Curriculum, Plans, And Processes In Instructional Design . New Jersey: Lawrence Erlbaum Associates, Inc.

	Supporters:
Supporting lecturer	Setya Chendra Wibawa, S.Pd., M.T.

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	Explain the concept of curriculum	Explaining curriculum concepts from various curriculum theories. Explaining examples of curriculum	**Criteria:** According to the assessment rubric	Lecture, question and answer 3 X 50			0%

2	Analyzing the differences between KBK, KTSP and K-2013 and international curriculum	1. Analyze the similarities of each curriculum 2. Analyze the differences between curricula3. Assess the reasons for change	**Criteria:** 1.Assessment criteria: 1. report on analysis results, 2. Presentation of results (communication skills: conveying information and responding to questions), including: 2.1. Conformity of objectives and analysis results 3.2. Similarities between curricula 4.3. Differences between curricula 5.4. Analyze the causes of curriculum changes	Approach: constructivist Learning model: problem based Learning Strategy: gathering information, making analysis results, presenting, group discussion and reflection 3 X 50			0%
3	Explain the differences between KBK, KTSP and K-2013 and internationally	1. Explain the essence of each curriculum. 2. Explain the reasons for changes	**Criteria:** According to the assessment rubric	Presentation, group discussion and reflection 3 X 50			0%
4	Explain the differences between KBK, KTSP and K-2013 and internationally	1. Explain the essence of each curriculum. 2. Explain the reasons for changes	**Criteria:** According to the assessment rubric	Presentation, group discussion and reflection 3 X 50			0%
5	Identify the characteristics of the KKNI Curriculum	1. Explain why the KKNI is needed 2. Explain the purpose of the KKNI 3. Analyze the multi entry multi exit system	**Criteria:** According to the assessment rubric	Presentation, group discussion and reflection 3 X 50			0%
6	Examining curriculum issues for their relevance to SNP (National Education Standards)	Analyzing curriculum problems referring to SNP	**Criteria:** According to the assessment rubric	Group discussion and presentation 3 X 50			0%
7	Examining curriculum-related issues (curriculum changes and development)	Analyze curriculum problems referring to journals/books	**Criteria:** According to the assessment rubric	Group discussion and presentation 3 X 50			0%
8	Examining curriculum-related issues (curriculum changes and development)	Analyze curriculum problems referring to journals/books	**Criteria:** According to the assessment rubric	Group discussion and presentation 3 X 50			0%
9	UTS			3 X 50			0%
10	Developing survey instruments for vocational schools	1. Determine the scope of the survey 2. Develop a grid 3. Develop a questionnaire	**Criteria:** According to the assessment rubric	Group discussion and assignment 3 X 50			0%
11	Taking survey data to vocational schools/educational institutions	1. Make a survey permission letter 2. Conduct the survey 3. Interview with respondents	**Criteria:** According to indicators	Collecting data from schools and course institutions using interviews and 3 X 50 questionnaires			0%

12	Taking survey data to vocational schools/educational institutions	1. Make a survey permission letter 2. Conduct the survey 3. Interview with respondents	**Criteria:** According to indicators	Collecting data from schools and course institutions using interviews and 3 X 50 questionnaires			0%
13	Presentation of group survey results	1. Report on survey results 2. Presentation of results	**Criteria:** According to the assessment rubric	Group work 3 X 50			0%
14	Presentation of group survey results	1. Report on survey results 2. Presentation of results	**Criteria:** According to the assessment rubric	Group work 3 X 50			0%
15	Presentation of group survey results	1. Report on survey results 2. Presentation of results	**Criteria:** According to the assessment rubric	Group work 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.