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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Vocational School Curriculum Study	8320302044	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Have social competence and personality competence in mechanical engineering education
	PLO-8	Able to carry out maintenance and repairs in the automotive engineering field (automotive concentration) or able to operate various production equipment and machines in the manufacturing sector (production concentration)
	Program Objectives (PO)	
	PO - 1	Students have the ability to understand the basic theory of the curriculum by utilizing learning resources and ICT
	PO - 2	Students have the ability to study the dynamics and scope of the vocational school curriculum
	PO - 3	Students have the ability to implement the Vocational High School (SMK) curriculum in preparing learning plans
	PO - 4	Students have a responsible attitude in relating to the vocational school curriculum structure
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
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	Conduct a review of the basic theory of the curriculum, the meaning and scope of the curriculum, curriculum models and changes to the vocational school curriculum. Learning is carried out using a scientific approach, and produces a vocational school curriculum study report.	
References	**Main :**	

1. Arifin,Zainal. 2011. Konsep dan Model Pengembangan Kurikulum .Bandung: Remaja Rosdakarya. 2013 Yani Ahmad.2014. Mindset Kurikulum 2013 . Bandng:Alfabeta Sukamto.1988. Perencanaan dan Pengembangan Kurikulum Pendidikan teknologi dan Kejuruan. Jakarta. Depdikbud Dirjendikti.
2. Mulyasa 2014. Pengembangan dan Implementasi Kurikulum. Bandung: PT. Remaja Rosdakarya
3. Nasution.1987. Pengembangan Kurikulum. Bandung: Alumni.
4. Soetopo, H dan Soemanto, Wasti. 1988. Pembinaan dan Pengembangan Kurikulum. Jakarta: Bina Aksara.
5. Wina Sanjaya.2010. Kurikulum Dan Pembelajaran , (KTSP) Jakarta: Prenada Media Gruop.

Supporters:	
Supporting lecturer	Dr. Djoko Suwito, M.Pd. Dr. Theodorus Wiyanto Wibowo, 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	Able to understand the basic theory of curriculum and SPTK updates at LPTK	1.Describe the concept of SPTK renewal at LPTK 2.Identifying professional staff and competencies	**Criteria:** 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if..... **Form of Assessment** : Participatory Activities		Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50	**Material:** Able to understand the basic theory of curriculum and SPTK updates at LPTK **Library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013*	3%
2	Students are able to understand the curriculum as a means of achieving educational goals	1.Discuss the definitions of curriculum 2.Describe the objectives of the curriculum 3.Describe the role and function of the curriculum 4.The essence of educational goals	**Criteria:** Contains an assessment rubric, for example: question number 1 has a weight of 10 if.....question number 2 has a weight of 5 if.....etc. **Form of Assessment** : Participatory Activities		Lectures, discussions, paper assignments, presentations and questions and answers 2 X 50	**Material:** curriculum as a means of achieving educational goals **Reader:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013*	3%
3	Students are able to understand the conceptual and operational curriculum	1. Describe the conceptual framework curriculum definition2. Describe the operational framework curriculum definition3. Analyzing the conceptual framework 4. Analyzing the operational framework	**Criteria:** 1.a. Presence 2.b. Presentation skills 3.c. Activeness in questions and answers and seriousness in attending lectures **Form of Assessment** : Participatory Activities		Lectures, discussions, presentations and questions and answers 2 X 50	**Material:** conceptual and operational Curriculum **Library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Sukamto Alphabet. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	3%

4	Students are able to analyze the macro level of vocational education curriculum planning	1.a. Description of the context and needs of the PTK program 2.b. Program needs and development	**Criteria:** 1.a. Presence 2.b. Active in question and answer 3.c. Compliance with the answer key **Form of Assessment** : Test		Lectures, discussions, presentations, questions and answers 2 X 50	**Material:** Description of the context and needs of the PTK program **Library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Alphabeta Sukamto. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	7%
5	Students are able to understand the determination of the PTK curriculum content	1.Philosophical approach 2.Introspective approach 3.DACUM approach 4.Functional approach 5.Task analysis approach	**Criteria:** 1.a. Presence 2.b. Activeness in lectures 3.c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, questions and answers, discussions and presentations 2 X 50	**Material:** determining the content of the PTK library **library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Alphabeta Sukamto. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	3%

6	Students are able to understand micro analysis for PTK instructional planning	1.a. Structure the content of instructional activities 2.b. Analysis of the organization of instructional activities 3.c. Content analysis of instructional activities	**Criteria:** 1.a. Presence 2.b. Seriousness in lectures 3.c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, discussions, questions and answers and presentations 2 X 50	**Material:** micro analysis for PTK instructional planning **Library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Sukamto Alphabet. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	3%
7	Students are able to understand the KTSP curriculum	1.Describe the definition of KTSP 2.Understanding the 2006 KTSP Foundation 3.Understanding the characteristics of KTSP	**Criteria:** 1.a. Presence 2.b. Activeness in attending lectures 3.c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, discussions, questions and answers and presentations 2 X 50	**Material:** Students are able to understand the KTSP **library library:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Sukamto Alphabet. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	3%

8	Students are able to understand the KTSP SMK curriculum	1. KTSP structure 2. Principles of KTSP development	**Criteria:** 1. a. Presence 2. b. Seriousness in lectures 3. c. Compliance with the answer key **Form of Assessment** : Participatory Activities, Tests		Sub Summative Exam 2 X 50	**Material:** understanding the KTSP SMK **library curriculum:** *Arifin, Zainal. 2011. Concepts and Models of Curriculum Development. Bandung: Rosdakarya Youth. 2013 Yani Ahmad. 2014. 2013 Curriculum Mindset. Bandng: Sukamto Alphabet. 1988. Technology and Vocational Education Curriculum Planning and Development. Jakarta. Depdikbud Director General of Higher Education.*	15%
9	Students are able to understand the 2013 curriculum	1. Get to know the implementation of the 2013 curriculum 2. Evaluation system in the 2013 curriculum 3. Characteristics of the 2013 curriculum	**Criteria:** 1. a. Presence 2. b. Seriousness in lectures 3. c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, questions and answers, discussions and presentations 2 X 50	**Material:** 2013 curriculum **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
10	Students are able to understand the 2013 Curriculum	1. Basic concepts of learning in the 2013 curriculum 2. 2013 curriculum learning process 3. Principles of curriculum development 2013	**Criteria:** 1. a. Presence 2. b. Seriousness in lectures 3. c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, questions and answers, discussions and presentations	**Material:** 2013 Curriculum **Library:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
11	Students are able to understand the implementation of the 2013 Curriculum	1. 2013 curriculum learning model 2. 2013 curriculum learning methods 3. Strengths and weaknesses of the 2013 curriculum	**Criteria:** 1. a. Presence 2. b. Seriousness in lectures 3. c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, discussions, questions and answers and presentations 2 X 50	**Material:** implementation of the 2013 Curriculum **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
12	Students are able to understand the development of the 2013 Curriculum slabus	1. Understanding syllabus 2. Syllabus development principles 3. Determine the syllabus time unit 4. Syllabus development steps 5. Determine indicators of competency achievement	**Criteria:** 1. a. Presence 2. b. Seriousness in lectures 3. c. Compliance with the answer key **Form of Assessment** : Test		Lectures, questions and answers, discussions and presentations 2 X 50	**Material:** development of the 2013 Curriculum syllabus **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	7%

13	Students are able to understand the development of the 2013 curriculum syllabus	1.Determine the type of assessment 2.Determine time allocation 3.Determine learning resources	**Criteria:** 1.a. Presence 2.b. Seriousness in lectures 3.c. Compliance with the answer key **Form of Assessment** : Participatory Activities		Lectures, discussions, questions and answers and presentations 2 X 50	**Material:** 2013 curriculum syllabus **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
14	Students are able to understand the concept of RPP curriculum 2013	1.The essence of the 2013 curriculum RPP 2. Implementation of RPP development 3.Components and systematics of RPP	**Criteria:** 1.a. Presence 2.b. Seriousness in lectures 3.c. Answer key suitability **Form of Assessment** : Participatory Activities	Lectures, discussions, presentations 2 X 50		**Material:** RPP concept for curriculum 2013 **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
15	Students are able to understand the lesson plans in the 2013 curriculum	1.Steps for developing 2013 curriculum lesson plans 2.Preparation of 2013 RPP according to the area of expertise taught	**Criteria:** 1.a. Presence 2.b. Seriousness in lectures 3.c. conformity with the answer key. **Form of Assessment** : Participatory Activities		Lectures, discussions, questions and answers and presentations 2 X 50	**Material:** RPP in the 2013 curriculum **Reference:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	3%
16	Students are able to solve UAS questions	Able to complete UAS	**Criteria:** Able to complete UAS **Form of Assessment** : Participatory Activities, Tests		Able to complete UAS 2 X 50	**Material:** 2013 Curriculum **Library:** *Mulyasa 2014. Curriculum Development and Implementation. Bandung: PT. Rosdakarya Teenager*	35%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	61%
2.	Test	39%
		100%

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.