



**Universitas Negeri Surabaya
Faculty of Postgraduate School,
Vocational Education Doctoral Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Vocational Education Science	8300102228	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	1	July 17, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Dr. Ratna Suhartini, M.Si	Prof. Dr. Muchlas Samani			Dr. Ratna Suhartini, M.Si.	

Learning model	Case Studies																																	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	PLO-1 Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																	
	PLO-10 Work together and have social sensitivity and concern for society and the environment																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin-left: 40px;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-10</td> </tr> </table>	P.O	PLO-1	PLO-10																														
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin-left: 40px;"> <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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Short Course Description Study of the Concept of Technical and Vocational Education and Training (TVET), TVET Development, TVET philosophical foundation, TVET in Developed and Developing Countries, Improving TVET in Indonesia, Managing TVET, TVET as a Practical Development Concept, Digitalism for TVET and the need for a TVET System in the Future Learning is carried out using a student-centred approach, namely inquiry-based learning and project-based learning with case-solving methods or team-based project learning.

References	Main :	
	Supporters:	

Supporting lecturer Prof. Dr. H. Muchlas, M.Pd.
Dr. Mochamad Cholik, M.Pd.
Dr. Tri Rijanto, M.Pd., M.T.
Dr. Ratna Suhartini, M.Si.
Dr. Ir. Achmad Imam Agung, 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			Criteria: Oral question sheets Observation sheets, assessment rubrics Form of Assessment : Participatory Activities, Tests	2 X 50	PBL 2x50	Material: [1] David Guile and Lorna Unwin (2019). The Wiley Handbook of Vocational Education and Training. NJ: John Wiley & Sons, Inc. References:	0%

2	<p>1. Able to understand the concept of the vocational education curriculum</p> <p>2. Sub-CPMK 2.1 Able to summarize the meaning of vocational education</p>	<p>1. Conclude the importance of the curriculum planning process in the technological and vocational education system. Examine the division of responsibilities between the profession and society in the program. Present a summary of the components and their interactions in curriculum planning. Analyze curriculum evaluation</p> <p>2. Summarizes the development of curriculum boundaries</p> <p>3. Analyzing the basic concepts of curriculum according to Beane</p> <p>4. Examining curriculum planning and development</p>	<p>Form of Assessment : Participatory Activities</p>		<p>Case Study 100</p>	<p>Material: Smeyers, (P. (Ed.) 2018). International Handbook of Philosophy of Education. Singapore: Springer.</p> <p>References:</p>	5%
3	<p>Able to analyze the Conceptual and operational Framework of the Vocational Curriculum</p>	<p><input type="checkbox"/> Cognitive test <input type="checkbox"/> Non-Test (Affective and Psychomotor)</p>	<p>Criteria: Oral question sheets Observation sheets, assessment rubrics</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case study 2 X 50</p>		<p>Material: David John Rumsey. (ny). Philosophy, Rationale and Systems of Technical and Vocational Education and Training. Sydney: Department of Technical and Further Education</p> <p>Bibliography:</p>	5%
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5	<p>1. Able to study the revitalization of the vocational curriculum</p> <p>2. Carry out analysis and synthesis of philosophical issues from TVET</p>	<p>Able to explain the components of the vocational curriculum Able to explain the important principles of vocational curriculum governance Able to study the revitalization of the vocational curriculum</p>	<p>Form of Assessment : Participatory Activities</p>		<p>Case studies 100</p>	<p>Material: Made Pidarta, Foundations of Education, Stimulus for Indonesian-Style Educational Science, Rineka Cipta, Jakarta, 2009.</p> <p>References:</p> <hr/> <p>Material: Cedefop (2017). The changing nature and role of vocational education and training in Europe. Volume 1: conceptions of vocational education and training: an analytical framework. Luxembourg: Publications Office. Cedefop research paper;</p> <p>References:</p>	5%

6	<p>1. Able to study the revitalization of the vocational curriculum</p> <p>2. Carry out analysis and synthesis of philosophical issues from TVET</p>	<p>Able to explain the components of the vocational curriculum Able to explain the important principles of vocational curriculum governance Able to study the revitalization of the vocational curriculum</p>	<p>Form of Assessment : Participatory Activities</p>		<p>Case studies 100</p>	<p>Material: Made Pidarta, Foundations of Education, Stimulus for Indonesian-Style Educational Science, Rineka Cipta, Jakarta, 2009.</p> <p>References:</p> <hr/> <p>Material: Cedefop (2017). The changing nature and role of vocational education and training in Europe. Volume 1: conceptions of vocational education and training: an analytical framework. Luxembourg: Publications Office. Cedefop research paper; References:</p>	5%
7	<p>Conduct analysis and synthesis of the TVET System from the perspective of Philosophy of Science</p>	<p>Able to explain the criteria for writing scientific papers (articles) for a good Vocational Education Journal. Able to evaluate and find the advantages and disadvantages of an article from the Vocational Education Journal. Able to report the results of a review of vocational education journals, in writing and present them independently.</p>	<p>Criteria: rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Online learning, presentations, discussions, questions and answers and revision of 2 X 50 articles</p>	<p>Case studies</p>		10%
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10	Able to review the implementation of regulations or provisions for preparing the Vocational Education Curriculum in the implementation of vocational/vocational school education.	Able to review the objectives of vocational schools Able to review vocational school regulations related to the curriculum (documents and operations) Able to review the implementation of regulations in the implementation of education in vocational schools Able to review the achievement of the objectives of the vocational school curriculum Able to provide ideas for improving the curriculum in an effort improving the quality of vocational education graduates.	Form of Assessment : Participatory Activities	Online learning, presentations, questions and answers, and 2 X 50 assignments	case studies	Material: [7] Bin Bai & Paryono (2019). Vocational Education and Training in ASEAN Member States - Current Status and Future Development Perspectives on Rethinking and Reforming Education. Singapore: Springer Nature Singapore Pte Ltd. ISBN 978-981-13-6616-1 ISBN 978-981-13-6617-8 (eBook) https://doi.org/10.1007/978-981-13-6617-8 Bibliography:	5%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	30%
		90%

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.