	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
Vocational Curriculum Study		8300120201	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Ratna Suhartini, M.Si.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 — CPMK 1. Able to understand the lecture orientation of the Vocational Curriculum Study course, assignments, and agree on a lecture contract.
	PO - 2 — CPMK 2. Able to understand the concept of the vocational education curriculum
	PO - 3 — CPMK 3. Able to understand the concept of vocational education curriculum (Continued)
	PO - 4 — CPMK 4. Able to understand the policy for developing and implementing the vocational education curriculum (Foundations, Model, KBK, Independent Curriculum, etc.)
	PO - 5 — CPMK 5 Able to understand the policy for developing and implementing the vocational education curriculum (Objectives, Graduate Competency Standards, Content Standards, Process Standards, Assessment Standards)
	PO - 6 — CPMK 6 Able to carry out Micro Analysis: model, content, implementation and evaluation of vocational education curriculum (Curriculum Standards, Learning Achievements, Learning Principles and Assessment)
	PO - 7 — CPMK 7 Able to carry out Micro Analysis: model, content, implementation and evaluation of vocational education curriculum (Curriculum Standards, Learning Achievements, Learning Principles and Assessment)
	PO - 8 — CPMK 8 Able to solve case questions related to TM 2 - TM 7 material
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8

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																
PO-5																
PO-6																
PO-7																
PO-8																

Short Course Description

This course studies the knowledge and skills of designing and developing vocational education curricula, both for the needs of vocational secondary education, vocational higher education, and training. Skills include planning, choosing a curriculum model, compiling a curriculum, implementing and evaluating a curriculum.

References

Main :

1. Sukamto. 1988. Perencanaan dan Pengembangan Kurikulum Pendidikan Teknologi dan Kejuruan . Depdikbud Jakarta.
2. Reksoatmodjo, Tedjo Narsoyo. 2010. Pengembangan Kurikulum Pendidikan Teknologi dan Kejuruan. Bandung: PT. Refika Aditama.
3. Georg Spöttl, Bremen, Germany. 2013. Curriculum Development of Vocational Teacher Education within the Context of ASEAN Integration Process .
4. Ejiwoke Kennedy Ph.D. 2013. Functional Vocational and Technical Education Curriculum for sustainable youth empowerment in nigeria umunadi . British Journal of Education Vol.1, No.1, pp. 7-13, September 2013 Published by European Centre for Research Training and Development UK.
5. Curtis R. Finch, Virginia Polytechnic Institute & State University & John R. Crunkilton, Virginia Polytechnic Institute & State University. 1999. Curriculum Development in Vocational and Technical Education : Planning, Content, and Implementation, 5th Edition.
6. Centre For Educational Research And Innovation. 2009. Working Out Change Systemic Innovation In Vocational Education And Training. Australia (The OECD Member Countries): OECD Publications.
7. Md. Rashedul Huq Shamim. 2016. Effectiveness of Using ICTs to promote teaching and learning in technical education: Case of Bangladesh . Vol. 8(2), pp. 12-19, February 2016. DOI: 0.5897/ IJVTE2015.0177
8. Jurnal-jurnal Internasional bereputasi terindeks 10 tahun terakhir, sesuai dengan masing masing bidang keahliannya

Supporters:

1. Direktorat Pendidikan Tinggi Vokasi dan Profesi Direktorat Jenderal Pendidikan Vokasi Kementerian Pendidikan dan Kebudayaan. 2021. PraktikBaik. INOVASI IMPLEMENTASI KURIKULUM PENDIDIKAN TINGGI VOKASI PADA KONDISI KHUSUS PANDEMI COVID-19. Jakarta: Direktorat Pendidikan Tinggi Vokasi dan Profesi
2. Aris Junaidi, dlkk. 2020. Panduan PENYUSUNAN KURIKULUM PENDIDIKAN TINGGI DI ERA INDUSTRI 4.0 UNTUK MENDUKUNG MERDEKA BELAJAR-KAMPUS MERDEKA. Jakarta: DIREKTORAT JENDERAL PENDIDIKAN TINGGI KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN.
3. Martin Mulder (Editor). 2017. Competence-based Vocational and Professional Education Bridging the Worlds of Work and Education. Switzerland : Springer International Publishing
4. Austin DeMarco (Managing Editor). 2015. Curriculum design and classroom management : concepts, methodologies, tools, and applications. USA: Information Science Reference (an imprint of IGI Global)

Supporting lecturer

Prof. Dr. Ir. I Wayan Susila, M.T.
Prof. Dr. Any Sutiadiningsih, M.Si.
Dr. Mochamad Cholik, M.Pd.
Prof. Dr. Ismet Basuki, M.Pd.
Dr. Tri Rijanto, M.Pd., M.T.
Prof.Dr. Tri Wrahatnolo, M.Pd., M.T.
Dr. Dewanto, 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	understand the course design for Vocational Curriculum Study, understand the assignments that must be made or completed within the specified time	detailing the Vocational Curriculum Study lecture design, detailing the tasks that must be made or completed within the specified time	**Form of Assessment** : Participatory Activities, Tests	Direct approach via online and discussions, questions and answers, and 2 X 50 assignments	Delivery of information related to lecture orientation		2%

2	1. Able to understand the concept of the vocational education curriculum 2. Sub-CPMK 2.1 Able to summarize the meaning of vocational education	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 2. Summarizes the development of curriculum boundaries 3. Analyzing the basic concepts of curriculum according to Beane 4. Examining curriculum planning and development		Direct learning through offline, discussions, questions and answers, and 2 X 50 assignments			0%
3	Able to analyze the Conceptual and operational Framework of the Vocational Curriculum	Able to differentiate between the Conceptual Curriculum and Operational Curriculum Able to find the advantages and disadvantages of the vocational curriculum Able to find new ideas to improve goodness in vocational education		Lectures, discussions, questions and answers, and assignments 2 X 50			0%
4	Able to study the revitalization of the vocational curriculum	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		Online learning, presentations, discussions, questions and answers, and 2 X 50 assignments			0%

5	Able to study dual system education and industrial work, completed in the form of a written report and the results presented independently and responsibly.	Able to differentiate between dual system education and internship, prepared in writing and presented. Able to identify the competencies expected from dual system education and internship activities. Able to analyze tasks of at least two kinds of tasks from dual system activities and internship, prepared in the form of a written report, the results are presented independently		Online learning, presentations, discussions, questions and answers, and 2 X 50 assignments			0%
6	Able to study career guidance, work schedules, and business centers, the results are prepared in writing, and presented independently and responsibly.	Able to conclude the meaning of career guidance, job market, and business center from the opinions of several experts, the results are prepared in writing, and presented independently and responsibly. Able to differentiate the characteristics of career guidance, job market, and business center, the results are prepared in writing, and presented independently and responsibly. Able to review career guidance, work schedules, and business centers that occur in an educational institution/work institution, the results are prepared in writing, and presented independently and responsibly.		Online learning, presentations, discussions, questions and answers, and 2 X 50 assignments			0%
7	Able to analyze the Vocational Education Journal	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.		Online learning, presentations, discussions, questions and answers and revision of 2 X 50 articles			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	Able to complete various questions or assignments for UTS		2 X 50			0%

No			Criteria				%
9	Able to study various regulations and guidelines for preparing the Higher Education Curriculum from a vocational education perspective	You can find various regulations and guidelines relating to the preparation of the Higher Education Curriculum from a vocational education perspective. Can find parts of the regulations related to the preparation of the Vocational Higher Education Curriculum that are difficult to realize in the field.		Online learning, presentations, discussions, answers and 2 X 50 assignments			0%
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.		Online learning, presentations, discussions, questions and answers, and 2 X 50 assignments			0%
11	Able to analyze issues and prospects of vocational education	Able to analyze issues related to vocational education. Able to analyze the prospects of vocational education	**Criteria:** According to the answer key, score 1-100	Presentations, discussions, questions and answers, and assignments 2 X 50			0%
12	Able to analyze tasks as an approach to preparing vocational curriculum at the micro level	Able to analyze the task of approaching vocational curriculum preparation at the micro level	**Criteria:** According to the answer key, score 0 - 100	Presentations, discussions, questions and answers, and assignments 2 X 50			0%
13	Able to analyze the Curriculum or Teaching Factory-based learning	Able to analyze Teaching Factory-based learning	**Criteria:** According to the Answer Key, Score 0 - 100	Presentations, discussions, questions and answers, and assignments 2 X 50			0%
14	Able to analyze industrial community participation in vocational education	Able to analyze industrial community participation in vocational education	**Criteria:** According to the answer key. Score 0 - 100	Presentations, discussions, questions and answers, and assignments 2 X 50			0%
15	Submit an article to an international seminar/journal	Able to submit one article to an international seminar/journal (according to the article he/she is working on)	**Criteria:** Score 1-100. according to the provisions set.	Presentation and questions and answers 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	1%
2.	Test	1%
		2%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.