



**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 Learning Study	1303260208	Compulsory Study Program	T=2 P=0 ECTS=5.04	2	February 1, 2024																																																																																																				
AUTHORIZATION	SP Developer	Subjects	Course Cluster Coordinator	Study Program Coordinator																																																																																																					
	Prof. Dr. Tri Wrahatnolo, M.Pd., MT, Dr. Meini Sondang, M.Pd, Dr. Ratna Suhartini, M.Si		Prof. Dr. Tri Wrahatnolo, M.Pd, M.T	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	Able to study vocational education theory in depth and interdisciplinary science, technology and art in the field of vocational science through inter, multi/transdisciplinary																																																																																																							
	PO - 2	Able to solve educational and learning problems in a broader context so as to produce work that is creative, original, tested, and useful for scientific development																																																																																																							
	PO - 3	Able to prepare scientific arguments and solutions based on a critical view of facts, concepts, principles or theories that can be justified scientifically and academically and communicate them through mass media																																																																																																							
	PO - 4	Able to compile Appropriate Technology (TTG) research and information systems that are new and original in the field of vocational education and science																																																																																																							
	PLO-PO Matrix																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>				P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																									
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Short Course Description	This lecture material examines various matters related to vocational education and learning. The study covers the needs for Key Skills and 21st Century Skills, Quality Competition, Trends and Impacts of the 4th Industrial Revolution on the World of Work, Lifelong Learning, high Order Thinking Skills, innovative learning, cognitive learning theory, behaviorism and constructivism, learning methods (Competency Based Learning, problem based learning, project based learning, cooperative learning, self regulated learning (e-learning), Learning is carried out by reviewing books, journals, discussions, reflections, surveys, presentations, and using a project based learning approach.																																																																																																								
References	Main :																																																																																																								

1. Tim Kementerian Koordinator Bidang Perekonomian RI. 2017. Roadmap Kebijakan PengembanganVokasi Di Indonesia 2017-2025
2. Sumbawati, M.S, dkk. 2021. Kajian Pembelajaran Vokasi. Surabaya: CV Prima Abadi Jaya
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5. Trilling, Bernie & Fadel, Charles. 2009. 21 st Century Skills: Learning For Life in Our Times. SanFrasisco:Jossey Bass
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13. Skinner, B. F. (1974). About behaviorism (1st ed.). New York, NY: Random House
14. Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin, & O. John (Eds.), Handbookof personality, 2nd ed., pp. 154-196). New York, NY: Guilford Publications

Supporters:

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3. Geoffrey Squires. 2003. Teaching as a Professional Discipline. Philadelphia: Falmer Press
4. UNESCO-UNEVOC. 2007. Technical and Vocational Education and Training: Issues, Concerns, andProspects. Springer Publisher.
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6. Lee Kuan Yew School of Public Policy. 2016. Technical and Vocational Education and Training in Indonesia:Challenges and Opportunities for the Future
7.) OECD (2012), Education Indicator in Focus: OECD Indicators, OECD Publishing

Supporting lecturer

Dr. Meini Sondang Sumbawati, M.Pd.
 Prof.Dr. Tri Wrahatnolo, M.Pd., M.T.
 Dr. Ratna Suhartini, M.Si.
 Dr. Rina Harimurti, S.Pd., M.T.
 Dr. Yeni Anistyasari, S.Pd., M.Kom.

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	Analyzing and synthesizing cognitive learning theory in vocational education	1. Active participation in discussions			Discussion, problem solving, and reflection Working on Literature Review 1		0%
2	Analyzing and synthesizing cognitive learning theory in vocational education	1. Active participation in discussions			Discussion, problem solving, and reflection Working on Literature Review 1 2 hours		5%
3	Analyzing and synthesizing learning for work readiness (Learning for Work Readiness) in vocational education	presentation activities	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Discussion, presentation 2x50 minutes		5%
4			Form of Assessment : Participatory Activities	Offline 2 x 50 minutes			0%

5			Form of Assessment : Participatory Activities	offline 2 x 50 minutes		Material: 9) Nurlaela, Luthfiah, et al. 2019. Creative Thinking Learning Strategies. Jakarta: PT Mediaguru Digital Indonesia. 10) Joy A. Palmer, (2010). 50 most influential thinkers on the world of modern education. Jogjakarta: Laksana Publishers. 11) Molly Zhou & David Brown. (2015). Educational Learning Theories: 2nd Edition. https://oer.galileo.usg.edu/education-textbooks/1 12) Skinner, B.F. (1974). About behaviorism (1st ed.). New York, NY: Random House 13) Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin, & O. John (Eds.), Handbook of personality, 2nd ed., pp. 154-196). New York, NY: Guilford Publications. References:	0%
6			Form of Assessment : Participatory Activities	luting 2 x 50 minutes		Material: 8) Sumbawati, MS, et al. 2021. Vocational Learning Study. Surabaya: CV Prima Abadi Jaya. 9) Nurlaela, Luthfiah, et al. 2019. Creative Thinking Learning Strategies. Jakarta: PT Mediaguru Digital Indonesia. 10) Joy A. Palmer, (2010). 50 most influential thinkers on the world of modern education. Jogjakarta: Laksana Publishers. 11) Molly Zhou & David Brown. (2015). Educational Learning Theories: 2nd Edition. https://oer.galileo.usg.edu/education-textbooks/1 12) Moore, B.N. 2021. Critical Thinking 13th Ed. New York: McGraw-Hill. References:	0%
7			Form of Assessment : Participatory Activities	offline 2 x 50 minutes			0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	1.67%
2.	Project Results Assessment / Product Assessment	1.67%
3.	Portfolio Assessment	1.67%
		5.01%

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.