



Universitas Negeri Surabaya
Faculty of Postgraduate School,
Master of Technology and Vocational Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Technology & Vocational Education Curriculum Planning and Development	8310102083		T=2	P=0	ECTS=4.48	2	July 19, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Ir. Achmad Imam Agung, M.Pd.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned					
	PLO-9	Able to align the Master's curriculum in Vocational Technology Education that is relevant to the demands of global industrial development.					
	PLO-10	Able to plan, implement and evaluate innovative learning programs that are effective and efficient in Masters of Vocational Technology Education that are relevant to global industrial developments.					
	Program Objectives (PO)						
	PO - 1	Understand various regulations and policies related to the preparation of the vocational curriculum					
	PO - 2	Understand the basic principles in planning and developing a vocational curriculum correctly					
	PO - 3	Understand the basic principles of developing an Industry 4.0-based curriculum correctly					
	PO - 4	Understand the development of operational curriculum (Independent Curriculum) according to the field of expertise correctly					
	PO - 5	Analyze Learning Achievements and Objectives (CP and TP) in the Independent Curriculum according to the area of expertise correctly					
	PO - 6	Analyze the development of the learning process (students' learning experiences) in line with the industry-based curriculum concept 4.0 (Independent Curriculum) correctly					
	PO - 7	Analyze the development of learning assessments in line with industry 4.0-based curriculum concepts (Independent Curriculum) correctly					
	PO - 8	Implementation of UTS.					
	PO - 9	Understand Curriculum Evaluation in areas of expertise in accordance with applicable regulations and policies correctly					
	PO - 10	Reviewing Scientific Studies related to Curriculum Planning and Development according to the field of expertise correctly					
	PO - 11	Correctly review scientific articles (student assignments) related to Curriculum Planning and Development according to your field of expertise (I)					
	PO - 12	Correctly review scientific articles (student assignments) related to Curriculum Planning and Development according to your field of expertise (I)					
PO - 13	Reviewing scientific articles (student assignments) related to Curriculum Planning and Development according to the field of expertise (III)						
PO - 14	Correctly review scientific articles (student assignments) related to Curriculum Planning and Development according to the field of expertise (IV)						
PO - 15	Reviewing scientific articles (student assignments) related to Curriculum Planning and Development according to the field of expertise correctly (IV) and lecture reflections						
PO - 16	Implementation of UAS						
PLO-PO Matrix							

P.O	PLO-3	PLO-9	PLO-10
PO-1	✓		
PO-2	✓		
PO-3	✓	✓	
PO-4		✓	
PO-5			✓
PO-6			✓
PO-7			✓
PO-8	✓		
PO-9			✓
PO-10	✓		
PO-11	✓		
PO-12	✓	✓	
PO-13	✓	✓	
PO-14	✓	✓	
PO-15	✓		
PO-16	✓		

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								✓								
PO-9									✓							
PO-10										✓	✓					
PO-11																
PO-12			✓									✓				
PO-13													✓			
PO-14														✓		
PO-15															✓	
PO-16																

Short Course Description

This course provides students with the ability to plan and develop a Vocational (skills) curriculum

References

Main :

- Hilda Taba. 1962. Curriculum Development: Theory and Pactice. HARCOURT BRACE JOVANOVIH, INC. New York, Chicago, San Francisco, Atlanta
- Syafaruddin dan Amiruddin MS. Manajemen Kurikulum. Cetakan Pertama. PERDANA PUBLISHING. Medan
- CREATIVITY THEORIES AND THEMES: RESEARCH, DEVELOPMENT, AND PRACTICE. THEORIES AND THEMES: RESEARCH, DEVELOPMENT, AND PRACTICE. SECOND EDITION . USA Academic Press is an imprint of Elsevier .32 Jamestown Road, London NW1 7BY, UK.
- Windy Hastasasi, Panduan Pengembangan Kurikulum Operasional Satuan Pendidikan. Badan Standar, Kurikulum, dan Asesmen Pendidikan. Kementerian Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
- Direktorat Akademik Pendidikan Tinggi Vokasi. 2022. Panduan Penyusunan Kurikulum Pendidikan Tinggi Vokasi. Direktorat Akademik Pendidikan Tinggi Vokasi Direktorat Jenderal Pendidikan Vokasi , Kemdikbudristek

Supporters:

- Routledge. 2023. Solution-Focused Practice in Outdoor Therapy. Will W. Dobud and Stephan Natynczuk. 605 Third Avenue, New York, NY 10158
- Putu Sudira. 2017. TVET ABAD XXI FILOSOFI, TEORI, KONSEP, DAN STRATEGI PEMBELAJARAN VOKASIONAL. Yogyakarta Yogyakarta: UNY Press

Supporting lecturer		Prof. Dr. Any Sutiadiningsih, M.Si. Prof. Dr. Ekohariadi, M.Pd. Dr. Edy Sulistiyo, M.Pd. Dr. Subuh Isnur Haryudo, S.T., 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	Demonstrate discussion skills (question and answer)	1.Explains various regulations and policies related to the preparation of the vocational PT curriculum 2.Explains various regulations and policies related to the preparation of the Merdeka Vocational School curriculum	Criteria: Very good (5) Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	0	Delivery of information and question and answer (discussion) 100 minutes	Material: RPS Curriculum Planning and Development Course Library: Material: Guidelines for Preparing the PT Vokasi Pustaka Curriculum: <i>Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek</i> Material: Guide to Preparing the Operational Curriculum Library: <i>Windy Hastasasi, Guide to the Development of the Operational Curriculum for Educational Units. Educational Standards, Curriculum and Assessment Agency. Ministry of Education Ministry of Education, Culture, Research and Technology</i>	5%

2	Understand the basic principles in planning and developing a vocational curriculum	<p>1.Explains the basic principles in planning a vocational curriculum</p> <p>2.Explains the basic principles in developing a vocational curriculum</p>	<p>Criteria: Very good (5); Good (4); Fairly Good (3); Not Good (2); and Not good (1)</p> <p>Form of Assessment : Participatory Activities</p>		<p>Material presentation, discussion and question and answer 100 minutes</p>	<p>Material: Basic concepts of curriculum preparation Reader: <i>Hilda Taba. 1962. Curriculum Development: Theory and Practice. HARCOURT BRACE JOVANOVICH, INC. New York, Chicago, San Francisco, Atlanta</i></p> <hr/> <p>Material: Basic Principles in Planning a Curriculum Library: <i>Syafaruddin and Amiruddin MS. Curriculum Management. First Printing. PRIME PUBLISHING. Medan</i></p>	5%
3	Understand the basic principles of industry 4.0-based curriculum development	<p>1.Explains the basic principles of industry 4.0-based curriculum development</p> <p>2.Explain the meaning of basic principles in developing an Industry 4.0-based curriculum</p>	<p>Criteria: Demonstrate the ability to respond to lectures by asking or answering questions quickly and well/correctly (Score 1 - 5)</p> <p>Form of Assessment : Participatory Activities</p>		<p>Delivery of information and question and answer 100 minutes</p>	<p>Material: Development concepts and learning strategies (Curriculum) based on the Industry 4.0 concept Reader: <i>Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</i></p> <hr/> <p>Material: Guidelines for Vocational Curriculum Development Library: <i>Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek</i></p>	5%

4	Understand the development of the Operational curriculum (Independent Curriculum) according to the area of expertise	<p>1. Demonstrate the ability to summarize (in writing) the basic principles of operational curriculum development (Independent Curriculum) correctly</p> <p>2. Present, ask or answer questions related to the basic principles of operational curriculum development (Independent Curriculum) quickly and correctly.</p>	<p>Criteria: Very good (5); Good (4); Fairly Good (3); Not Good (2); and Not good (1)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and assignment questions and answers		<p>Material: Operational Curriculum Development in the field of Library Expertise: <i>Windy Hastasasi, Guide to Operational Curriculum Development for Educational Units. Educational Standards, Curriculum and Assessment Agency. Ministry of Education Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Vocational learning strategies Reader: <i>Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</i></p>	5%
5	Analyzing Learning Achievements (CP) and Learning Objectives (TP) in the independent curriculum according to areas of expertise	Able to analyze Learning Achievements and Objectives (CP and TP) in areas of expertise in line with the Merdeka Curriculum in writing and correctly	<p>Criteria: Demonstrate the ability to analyze CP and TP areas of expertise in line with the Merdeka Curriculum in writing and correctly (Score 1 - 5)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation, question and answer 100 minutes		<p>Material: Guide to CO and TP development in areas of expertise. Library: <i>Windy Hastasasi, Guide to Operational Curriculum Development for Educational Units. Educational Standards, Curriculum and Assessment Agency. Ministry of Education Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Development of Learning Achievements and Objectives Reader: <i>Hilda Taba. 1962. Curriculum Development: Theory and Practice. HARCOURT BRACE JOVANOVICH, INC. New York, Chicago, San Francisco, Atlanta</i></p>	5%

6	<p>Demonstrate the ability to analyze Curriculum Learning Process Development in areas of expertise in line with the Independent Curriculum Policy</p>	<p>1. Able to analyze Curriculum Learning Process Development in areas of expertise in line with the Independent Curriculum Policy in writing and correctly 2. Able to actively participate in activities to analyze Curriculum Learning Process Development in areas of expertise in line with the Independent Curriculum Policy quickly and correctly.</p>	<p>Criteria: 1. Demonstrate the ability to analyze the Curriculum Learning Process Development in areas of expertise in line with the Independent Curriculum Policy in writing and correctly (Score 1 - 5). 2. Demonstrate the ability to actively participate in Curriculum Learning Process Development Analysis activities in areas of expertise in line with the Independent Curriculum Policy quickly and correctly (Score 1 - 5). Form of Assessment : Participatory Activities</p>		<p>Presentation, and question and answer</p>	<p>Material: Learning Strategy Concepts Reader: <i>Hilda Taba. 1962. Curriculum Development: Theory and Practice. HARCOURT BRACE JOVANOVIICH, INC. New York, Chicago, San Francisco, Atlanta</i> Material: Vocational Learning Strategies Reader: <i>Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</i></p>	5%
7	<p>1. Demonstrate the ability to analyze learning assessments in line with industry 4.0-based curriculum concepts (independent curriculum) correctly 2. Demonstrate the ability to actively participate in activities to analyze learning assessments in line with industry 4.0-based curriculum concepts (independent curriculum) quickly and correctly.</p>	<p>1. Able to analyze learning assessments in line with industry 4.0-based curriculum concepts (independent curriculum) in writing and correctly 2. Able to actively participate in activities to analyze learning assessments in line with industry 4.0-based curriculum concepts (independent curriculum) quickly and correctly</p>	<p>Criteria: Demonstrate the ability to analyze learning assessments in line with the concept of industry-based curriculum 4.0 (independent curriculum) in writing and correctly (Score 1-5) Form of Assessment : Participatory Activities</p>		<p>Presentation and question and answer.</p>	<p>Material: The concept of assessment in education Reference: <i>Windy Hastasasi, Guide to Development of Operational Curriculum for Educational Units. Educational Standards, Curriculum and Assessment Agency. Ministry of Education Ministry of Education, Culture, Research and Technology</i> Material: Concept of Assessment in Learning Literature: <i>Syafaruddin and Amiruddin MS. Curriculum Management. First Printing. PRIME PUBLISHING. Medan</i></p>	5%
8	<p>Demonstrate the ability to complete UTS questions/assignments in writing, correctly and on time</p>		<p>Criteria: Demonstrate the ability to prepare an operational curriculum in the field of expertise (according to school assignments) completely and correctly, within the specified time (Score 1-5) Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Complete UTS questions/assignments according to the scheduled time.</p>		15%

9	Able to understand the concept of Curriculum Evaluation in areas of expertise in line with applicable policies correctly.	Able to explain the concept of Curriculum Evaluation in areas of expertise in line with applicable policies correctly.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to explain Curriculum Evaluation concepts in areas of expertise in line with applicable policies in writing and present them correctly. (Score 1-5) 2. Demonstrate the ability to actively participate in learning Curriculum Evaluation concepts in areas of expertise in line with applicable policies quickly and correctly. (Score 1-5) <p>Form of Assessment : Participatory Activities</p>	Presentation and question and answer 100 minutes		<p>Material: Curriculum Evaluation Library: <i>Syafaruddin and Amiruddin MS. Curriculum Management. First Printing. PRIME PUBLISHING. Medan</i></p>	5%
10	Review/scientific studies related to planning and curriculum development in areas of expertise		<p>Criteria: The score is scaled from 0 -100</p> <p>Form of Assessment : Participatory Activities</p>	100 minutes of discussion and answers		<p>Material: Concepts related to curriculum preparation Reader: <i>Hilda Taba. 1962. Curriculum Development: Theory and Practice. HARCOURT BRACE JOVANOVICH, INC. New York, Chicago, San Francisco, Atlanta</i></p> <hr/> <p>Material: Concepts related to curriculum preparation Library: <i>CREATIVITY THEORIES AND THEMES: RESEARCH, DEVELOPMENT, AND PRACTICE. THEORIES AND THEMES: RESEARCH, DEVELOPMENT, AND PRACTICE. SECOND EDITION . USA Academic Press is an imprint of Elsevier .32 Jamestown Road, London NW1 7BY, UK.</i></p> <hr/> <p>Material: Concepts related to curriculum preparation Reference: <i>Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of</i></p>	5%

						<p><i>Vocational Education, Kemdikbudristek</i></p> <p>Material: Concepts related to curriculum preparation. Reference: <i>Routledge. 2023. Solution-Focused Practice in Outdoor Therapy. Will W. Dobud and Stephan Natynczuk. 605 Third Avenue, New York, NY 10158</i></p> <p>Material: Concepts related to curriculum preparation Reader: <i>Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</i></p>	
11	Able to review scientific articles (student work) related to Curriculum Planning and Development according to the field of expertise correctly and independently (I)	Able to review scientific articles (student work) related to Curriculum Planning and Development according to the field of expertise correctly and independently (I)	Form of Assessment : Participatory Activities, Portfolio Assessment	100 minutes of discussion and question and answer		<p>Material: Concept of curriculum preparation Reference: <i>Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek</i></p> <p>Material: The concept of planning and developing a curriculum for skills based on Industry 4.0 correctly. Reference: <i>Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</i></p>	10%

12	Able to review/scientific studies related to planning and Curriculum Development in areas of expertise		Criteria: Score on a scale of 100 Form of Assessment : Participatory Activities		100 minutes of discussion and question and answer	Material: Concept of planning and curriculum development Library: Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek Material: Preparation of curriculum planning and development, including assessment and evaluation. Reference: Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press	10%
13		Able to review/scientifically study student work related to planning and Curriculum Development in areas of expertise (II)	Form of Assessment : Participatory Activities		Discussions, questions and answers, and revising scientific articles.	Material: Same as above Reference: Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek Material: Same as above. Reader: Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press	10%

14		Able to review/scientifically study student work related to planning and Curriculum Development in areas of expertise (III)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to review scientific articles related to planning and developing industry 4.0-based curriculum areas of expertise quickly and correctly (Score 1 - 5) 2. Score on a scale of 0-100 <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers and reviewing scientific articles. 100 minutes		<p>Material: Same as above Reference: Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</p> <p>Material: Same as above Reference: Windy Hastasasi, Guide to Development of Operational Curriculum for Educational Units. Educational Standards, Curriculum and Assessment Agency. Ministry of Education Ministry of Education, Culture, Research and Technology</p>	0%
15		Able to review/scientifically study student work related to planning and Curriculum Development in areas of expertise (III)	<p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussions, questions and answers and revising 100 scientific articles		<p>Material: same as above Reference: Putu Sudira. 2017. XXI CENTURY TVET PHILOSOPHY, THEORY, CONCEPTS AND VOCATIONAL LEARNING STRATEGIES. Yogyakarta Yogyakarta: UNY Press</p> <p>Material: Same as above Reference: Academic Directorate of Vocational Higher Education. 2022. Guide to Preparing Vocational Higher Education Curriculum. Academic Directorate of Vocational Higher Education Directorate General of Vocational Education, Kemdikbudristek</p>	10%
16			<p>Form of Assessment : Portfolio Assessment</p>		On line		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	27.5%
3.	Portfolio Assessment	5%
		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** 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.