	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
Ptk Management		8310103014		T=3	P=0	ECTS=6.72	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Ir. Achmad Imam Agung, M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	Examining the concept of PTK, the management system of educational institutions for educational staff, comparisons of PTK in developing countries and other developed countries. as well as a PTK quality improvement system. Presented in the form of theory, observations, report chapter presentations

References	**Main :**
	Supporters:

Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. 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	Students understand the concept of PTK management	1. Explain the meaning of the basic concepts of PTK: 2. Explaining Vocational Education 3. Explaining Engineering Education 4. Explaining Technical Education 5. Explaining Vocational Education	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
2	Students understand PTK management in Indonesia	1. Explaining PTK/TVET global and regional issues 2. Discussing national issues and PTK classics in Indonesia 3. Explain the function of TVET 4. Explaining TVET as an economic benefit 5. Discussing XXI century skills development 6. Explaining the 21st century TVET learning paradigm	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
3	Students understand PTK management in Indonesia	1. Explaining PTK/TVET global and regional issues 2. Discussing national issues and PTK classics in Indonesia 3. Explain the function of TVET 4. Explaining TVET as an economic benefit 5. Discussing XXI century skills development 6. Explaining the 21st century TVET learning paradigm	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%

4	Students understand PTK management in Indonesia	1. Explaining PTK/TVET global and regional issues 2. Discussing national issues and PTK classics in Indonesia 3. Explain the function of TVET 4. Explaining TVET as an economic benefit 5. Discussing XXI century skills development 6. Explaining the 21st century TVET learning paradigm	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
5	Students understand the management and quality improvement of PTK in Indonesia	1. Explain the foundations of vocational education 2. Discuss the foundations of Philosophy 3. Explain the basics of economics 4. Discuss social foundations 5. Explain the foundations of psychology 6. Discuss the problems facing vocational education in Indonesia 7. Vocational education theory 8. Development of vocational education in Indonesia	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
6	Students understand the management and quality improvement of PTK	1. Explain the foundations of vocational education 2. Discuss the foundations of Philosophy 3. Explain the basics of economics 4. Explain the social basis 5. Explain the foundations of psychology 6. Discuss the problems facing vocational education in Indonesia 7. Explain the theory of vocational education 8. Discuss the development of vocational education in Indonesia	**Criteria:** 1 - 100	3 X 50			0%

7	Students understand the management and quality improvement of PTK	1. Explain the foundations of vocational education 2. Discuss the foundations of philosophy 3. Explain the basics of economics 4. explain social foundations 5. Explain the foundations of psychology 6. Discuss the problems facing vocational education 7. Explaining the theory of vocational education 8. Discuss the development of vocational education in Indonesia	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
8	UTS			3 X 50			0%
9	Students have management skills in simulating PTK management in several countries	1. Explains the implementation of PTK/Vocational studies in several countries 2. Discuss the implementation of PTK/Vocational in China 3. Discuss the implementation of PTK/Vocational in Hungary 4. Discuss the implementation of PTK/Vocational in Korea 5. Discuss the implementation of PTK/Vocational in Malaysia 6. Discussing the implementation of PTK/Vocational studies in Germany 7. Discuss the implementation of PTL/Vocational in Egypt 8. Discuss the implementation of PTK/Vocational in Australia 9. Discuss the implementation of PTK/Vocational in Mexico	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%

| 10 | Students have management skills in simulating PTK management in several countries | 1. Explains the implementation of PTK/Vocational studies in several countries
2. Discuss the implementation of PTK/Vocational in China
3. Discuss the implementation of PTK/Vocational in Hungary
4. Discuss the implementation of PTK/Vocational in Korea
5. Discuss the implementation of PTK/Vocational in Malaysia
6. Discussing the implementation of PTK/Vocational studies in Germany
7. Discuss the implementation of PTL/Vocational in Egypt
8. Discuss the implementation of PTK/Vocational in Australia
9. Discuss the implementation of PTK/Vocational in Mexico | **Criteria:**
1 - 100 | Presentation and discussion
3 X 50 | | | 0% |

| 11 | Students have management skills in simulating PTK management in several countries | 1. Explains the implementation of PTK/Vocational studies in several countries
2. Discuss the implementation of PTK/Vocational in China
3. Discuss the implementation of PTK/Vocational in Hungary
4. Discuss the implementation of PTK/Vocational in Korea
5. Discuss the implementation of PTK/Vocational in Malaysia
6. Discussing the implementation of PTK/Vocational studies in Germany
7. Discuss the implementation of PTL/Vocational in Egypt
8. Discuss the implementation of PTK/Vocational in Australia
9. Discuss the implementation of PTK/Vocational in Mexico | **Criteria:**
1 - 100 | Presentation and discussion
3 X 50 | | | 0% |

| 12 | Students have management skills in simulating PTK management in several countries | 1. Explains the implementation of PTK/Vocational studies in several countries
2. Discuss the implementation of PTK/Vocational in China
3. Discuss the implementation of PTK/Vocational in Hungary
4. Discuss the implementation of PTK/Vocational in Korea
5. Discuss the implementation of PTK/Vocational in Malaysia
6. Discussing the implementation of PTK/Vocational studies in Germany
7. Discuss the implementation of PTL/Vocational in Egypt
8. Discuss the implementation of PTK/Vocational in Australia
9. Discuss the implementation of PTK/Vocational in Mexico | **Criteria:**
1 - 100 | Presentation and discussion
3 X 50 | | | 0% |

13	Students have management skills in simulating PTK management in several countries	1. Explains the implementation of PTK/Vocational studies in several countries 2. Discuss the implementation of PTK/Vocational in China 3. Discuss the implementation of PTK/Vocational in Hungary 4. Discuss the implementation of PTK/Vocational in Korea 5. Discuss the implementation of PTK/Vocational in Malaysia 6. Discussing the implementation of PTK/Vocational studies in Germany 7. Discuss the implementation of PTL/Vocational in Egypt 8. Discuss the implementation of PTK/Vocational in Australia 9. Discuss the implementation of PTK/Vocational in Mexico	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
14	Students have the ability to evaluate the implementation of Vocational education in simulating PTK management in several countries	1. Explain the similarities in management systems for implementing vocational education in several countries 2. Discuss the differences in management systems for implementing Vocational education in several countries 3. Explain the advantages of the management system for implementing Vocational education in several countries	**Criteria:** 1 - 100	Presentation and discussion 3 X 50			0%
15	UAS			3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.