	Universitas Negeri Surabaya Faculty of Engineering, Building Engineering Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
School Curriculum	8320502268	Education	T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Wahyu Dwi Mulyono, S.Pd., M.Pd.	Prof. Dr. Suparji, M.Pd.	Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.

Learning model: Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Students have an understanding of the theoretical concepts of curriculum planning that are aligned with global industrial developments.
PO - 2	Students are able to plan, implement and evaluate the results of curriculum development for vocational education programs that are relevant to global industrial developments.
PO - 3	Students have the ability to analyze the building engineering skills program curriculum as a result of research and vocational learning innovations that are relevant to industry needs.

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3

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																

Short Course Description: This course provides an understanding of curriculum planning concepts, curriculum conceptual framework theory, curriculum operational framework, curriculum elements, and curriculum development, as well as being able to design and compile school curricula, especially in Vocational Schools in the field of Building Engineering. Learning is carried out by applying a constructivist approach. The learning activity ended with an exercise to review the vocational school curriculum in the Building Engineering skills program.

References

Main :

1. Bean JA et al. 1986. Curriculum Planning and Development. Sydney: Allyn and Bacon Inc.
2. Sukamto. 1988. Perencanaan dan Pengembangan Kurikulum. Jakarta: Dikti.
3. Sukmadinata, Nana S. 2004. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
4. _____. 2014. Permendikbud Nomor 61 Tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan Pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta : Depdikbud
5. _____. 2013. Permendikbud Nomor 70 Tahun 2013 tentang Kerangka Dasar dan Sktruktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan. Jakarta: Depdikbud
6. _____. 2017. Surat Keputusan Dirjen Dikdasmen Nomor 130 Tahun 2017 Tentang Struktur Kurikulum Pendidikan Menengah Kejuruan. Jakarta: Dirjen Dikdasmen

Supporters:

Supporting lecturer	Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Dr. Ir. H. Soeparno, M.T. Wahyu Dwi Mulyono, S.Pd., 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	Introduction and Explanation of GBRP	Students can explain the main material of assignments and the assessment system for 1 semester	**Form of Assessment** : Participatory Activities	Lectures 2 X 50		**Material:** GPRP, RPS and lecture contracts **References:**	5%
2	Understanding the position of the curriculum in the learning processUnderstanding the importance of the curriculum for teachers	1. Students can: Explain the position of the curriculum in the learning process 2. Explain the importance of the curriculum for teachers	**Criteria:** Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100. **Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** The position of the curriculum in learning **Reference:** *Sukamto. 1988. Curriculum Planning and Development. Jakarta: Higher Education.*	5%
3	Understand the concepts and components of curriculum planning	Students can explain the concept of curriculum planning	**Criteria:** Correct and clear answer **Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** Curriculum planning **Reference:** *Sukamto. 1988. Curriculum Planning and Development. Jakarta: Higher Education.*	5%
4	Understand the components of curriculum planning	Students can explain the components of curriculum planning	**Criteria:** Answers are correct and clear according to the study material **Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** Curriculum planning **Reference:** *Sukamto. 1988. Curriculum Planning and Development. Jakarta: Higher Education.*	5%
5	1. Understand curriculum theory 2. Understand the conceptual framework of the curriculum	1. Students can explain curriculum theory 2. Explain the conceptual framework of the curriculum	**Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** Curriculum theory **References:** *Bean JA et al. 1986. Curriculum Planning and Development. Sydney: Allyn and Bacon Inc.*	3%
6	1. Understand the operational framework of the curriculum 2. Understanding the dominant factors in the curriculum	1. Students can: Understand the operational framework of the curriculum 2. Explain the dominant factors in the curriculum	**Criteria:** Full marks are obtained if you do all the questions correctly with a weight of 25 questions with a total score of 100. **Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** Curriculum development **Reference:** *Sukmadinata, Nana S. 2004. Curriculum Development. Bandung: Rosdakarya Youth.*	2%

7	Understanding curriculum content with an introspective philosophical approach	1. Students can understand the curriculum content with an introspective philosophical approach 2. Students can understand determining curriculum content using the functional Dacum approach and task analysis	**Form of Assessment** : Participatory Activities	Question and answer discussion lecture and presentation 2 X 50		**Material:** curriculum content **Reference:** *Sukmadinata, Nana S. 2004. Curriculum Development. Bandung: Rosdakarya Youth.*	5%
8	Understanding curriculum content with the approach: Functional Dacum and task analysis	1. Students can understand the content of the curriculum with the approach: Dacum 2. Functional.	**Criteria:** Full marks are obtained if you do all the questions correctly with a weight of 25 questions with a total score of 100. **Form of Assessment** : Test	Test 2 X 50		**Material:** Material from meetings 1 to 7 **References:**	2%
9	UTS	UTS	**Criteria:** The total number of correct answers is 100 **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50		**Material:** Curriculum history **Bibliography:** _____. *2013. Minister of Education and Culture Regulation Number 70 of 2013 concerning the Basic Framework and Curriculum Structure for Vocational High Schools/Vocational Madrasah Aliyah. Jakarta: Department of Education and Culture*	20%
10	Understanding the role of institutional elements in the curriculum Understanding the role of institutional elements and improving output and outcomes	1. Students can: Explain the role of institutional elements in the curriculum 2. Explaining the role of institutional elements and improving output and outcomes	**Criteria:** Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Question and answer discussion lecture and presentation 2 X 50		**Material:** Modeling Design Skills Program Curriculum and Building Information **Library:** _____. *2017. Decree of the Director General of Basic Education Number 130 of 2017 concerning the Structure of the Vocational Secondary Education Curriculum. Jakarta: Director General of Basic Education*	5%

11	- Explain the differences between curriculum 94 04 and 06 - Explain the similarities between curriculum 94 04 and 06	Students can: Explain the differences between curriculum 94 04 and 06 Explain the similarities between curriculum 94 04 and 06	**Criteria:** Full marks are obtained if you do all the questions correctly with a weight of 50 questions with a total score of 100. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Question and answer discussion lecture and presentation 2 X 50		**Material:** Construction and Housing Engineering Skills Program Curriculum **Literature:** _____. *2017. Decree of the Director General of Basic Education Number 130 of 2017 concerning the Structure of the Vocational Secondary Education Curriculum. Jakarta: Director General of Basic Education*	4%
12	Understand the contents of the Vocational School curriculum for the Building Construction, Sanitation and Maintenance skills program	Students can analyze the contents of the Vocational School curriculum for the Building Construction, Sanitation and Maintenance Skills Program	**Criteria:** 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Question and answer discussion lecture and presentation 2 X 50		**Material:** Building Maintenance Engineering Skills Program Curriculum **Library:** _____. *2017. Decree of the Director General of Basic Education Number 130 of 2017 concerning the Structure of the Vocational Secondary Education Curriculum. Jakarta: Director General of Basic Education*	4%
13	Understand the contents of the vocational school curriculum for the Road, Irrigation and Bridge Construction Skills Program	Students can analyze the contents of the vocational school curriculum for the Road, Irrigation and Bridge Construction Skills Program	**Criteria:** 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Question and answer discussion lecture and presentation 2 X 50		**Material:** Civil Building Construction and Maintenance Skills Program Curriculum **Literature:** _____. *2017. Decree of the Director General of Basic Education Number 130 of 2017 concerning the Structure of the Vocational Secondary Education Curriculum. Jakarta: Director General of Basic Education*	5%
14	Understand the contents of the Construction and Property Business Skills Program Vocational School curriculum	Students can analyze the contents of the Vocational School curriculum for the Construction and Property Business Skills Program	**Criteria:** 1.Full marks are obtained if the paper: 2.1. Precise analysis 3.2. Details 4.3. Correct format 5.4. Neat **Form of Assessment** : Participatory Activities, Portfolio Assessment	Question and answer discussion lecture and presentation 2 X 50		**Material:** Learning tools resulting from curriculum development **References:** _____. *2017. Decree of the Director General of Basic Education Number 130 of 2017 concerning the Structure of the Vocational Secondary Education Curriculum. Jakarta: Director General of Basic Education*	10%

15	Understand the contents of the Vocational School curriculum for the Modeling and Building Information Design Skills Program	Students can analyze the contents of the Vocational School curriculum for the Modeling and Building Information Design Skills Program	**Criteria:** 1. Full marks are obtained if the paper: 2. 1. Precise analysis 3. 2. Details 4. 3. Correct format 5. 4. Neat **Form of Assessment** : Portfolio Assessment	Question and answer discussion lecture and presentation 2 X 50			0%
16		Carrying out UAS	**Form of Assessment** : Test	Test	Test	**Material:** All **library material:**	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Portfolio Assessment	12.5%
3.	Practice / Performance	3%
4.	Test	32%
		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.