



**Universitas Negeri Surabaya
Faculty of Engineering
, Electrical Engineering Education Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
School Curriculum	8320102227	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	August 7, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Prof. Dr. Joko, M.Pd. MT.			Dr. Nur Kholis, S.T., M.T.

Learning model	Case Studies																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																			
	PLO-5 Able to align the electrical and electronics engineering training curriculum in vocational education that is relevant to the demands of global industrial development (Education).																																																			
	Program Objectives (PO)																																																			
	PO - 1 Comprehensively able to analyze curriculum foundations, development, planning, implementation, evaluation and curriculum development																																																			
	PLO-PO Matrix																																																			
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PO-1																																																				
	PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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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 Electrical 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 Electrical Engineering skills program.

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Finch, C.R & Crunkilton, J.R. (1999). Curriculum Development in Vocational and Technical Education (fifth edition). Massachusetts: Allyn and Bacon 2. Sukanto. 1988. Perencanaan dan Pengembangan Kurikulum. Jakarta: Dikti. 3. Sukmadinata, Nana S. 2004. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya. 4. Masykur (2018). Teori dan telaah pengembangan kurikulum. CV. Anugerah Utama Raharja: Lampung. 5. Arifah A. Riyanto (2009). Kurikulum pendidikan teknologi dan kejuruan, pengembangan serta implementasinya. Universitas Pendidikan Indonesia Bandung. <p>Supporters:</p> <ol style="list-style-type: none"> 1. Kemdikbudristek (2022). Pengembangan guru masa depan dan dan kurikulum merdeka. 2. Kemdikbudristek, (2021). Kurikulum operasional pada program sekolah menengah kejuruan pusat keunggulan. Direktorat Sekolah Menengah Kejuruan Direktorat Jenderal Pendidikan Vokasi
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Supporting lecturer	Prof. Dr. Ismet Basuki, M.Pd. Prof.Dr. Tri Wrahatnolo, M.Pd., M.T. Dr. Edy Sulistyo, M.Pd. Prof. Dr. Joko, M.Pd., M.T. Yulia Fransisca, S.Pd., M.Pd.
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Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References]	Assessment Weight (%)
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	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the basic concepts of curriculum planning	1.Explain the basic concepts of curriculum planning 2.Accuracy in understanding various sources regarding the meaning and dimensions of the curriculum, curriculum and learning, curriculum functions and the role of the curriculum	Criteria: 1.Explain the meaning and dimensions of the curriculum, curriculum and learning, the function and role of the curriculum, and the basic application of the vocational education (PK) curriculum 2.Accuracy of analyzing and concluding the basic application of vocational education curriculum planning Form of Assessment : Participatory Activities, Portfolio Assessment	Presentations, discussions, questions and answers, and assignments 2 X 50			4%
2	Formulate PK conditions	Formulate PK conditions	Criteria: 1.Sophistication of references, max score 40 2.Correctness of the formulation of PK development issues, max score 40 3.Frame of mind, max score 20 Form of Assessment : Participatory Activities, Portfolio Assessment	Presentations, discussions, questions and answers, and assignments 2 X 50			4%
3	Formulate PK challenges and solutions	1.Up-to-date information sources 2.PK challenge formulation 3.Solution formulation	Criteria: 1.Correctness of PK challenge formula, max score 40 2.Correctness of the solution formulation, max score 40 3.Up to date information source, max score 20 Form of Assessment : Participatory Activities, Portfolio Assessment	-	Group discussions, searching for sources of information, analyzing and formulating PK challenges and solutions independently 2 X 50		4%
4	Formulate the basis for developing the PK curriculum and its applications	1.Up-to-date information sources 2.Correctness of analysis 3.Formulation of the basis for developing the PK curriculum and its application	Criteria: 1.Latest information source, , max score 20 2.Correctness of analysis, max score 40 3.Correctness of formulation, max score 40 Form of Assessment : Participatory Activities, Portfolio Assessment	Group discussions, tracing sources of information, analyzing and formulating the basis for developing the PK curriculum and its application 2 X 50			4%

5	Formulate PK curriculum components	1.Resources 2.Analyze 3.Formulation of curriculum components	Criteria: 1.Updated information sources, max score 20 2.Correctness of analysis, max score 40 3.Correctness of formulation, max score 40 Form of Assessment : Participatory Activities, Portfolio Assessment	Group discussions, exploring sources of information, analyzing and formulating PK 2 X 50 curriculum components			4%
6	Analyze the application of components and principles of PK curriculum development	1.Up-to-date information sources 2.Analyze 3.Formulation of component applications and development principles	Criteria: 1.Correctness of PK challenge formula, max score 40 2.Correctness of the solution formulation, max score 40 3.Up to date information source, max score 20 Form of Assessment : Participatory Activities, Portfolio Assessment	-	Group discussions, exploring sources of information, analyzing and formulating the application of components and principles of PK curriculum development 2 X 50		4%
7	Comparing various curriculum development models that are suitable for PK	1.Resources 2.Analyze 3.Compare 4.Formulate	Criteria: 1.Up-to-date information sources 2.Accuracy of analysis 3.Compare Form of Assessment : Participatory Activities, Portfolio Assessment	Searching for sources of information, analyzing, comparing and formulating various curriculum development models that are suitable for PK 2 X 50			4%
8	UTS	-	Criteria: - Form of Assessment : Participatory Activities, Tests	UTS 2 X 50			20%
9	1.Choosing a curriculum organization model that suits PK 2.Curriculum organizing model	choose a model of organizing the curriculum	Criteria: -Choose the right curriculum organization model, max score 100 Form of Assessment : Participatory Activities	-	Presentations, discussions, questions and answers, and assignments 2 X 50	Material: Curriculum organization model References:	4%
10	Students are able to apply models and organize the PK curriculum	Applying the model and organizing the PK curriculum	Criteria: Accuracy of applying the model and organizing the PK curriculum Form of Assessment : Participatory Activities		Group discussions, assignments and presentations 2 X 50	Material: Application of the PK Pustaka curriculum model and organization :	4%
11	Able to determine the model used in curriculum development	Choosing a PK curriculum evaluation technique	Criteria: 1.The accuracy of determining the model used in developing the PK curriculum 2.The accuracy of choosing PK curriculum evaluation techniques Form of Assessment : Participatory Activities	Discussion, assignment and presentation 2 X 50		Material: Determining the model used in developing the PK Pustaka curriculum:	4%

12	Selecting appropriate curriculum evaluation techniques for PK	Choosing a PK curriculum evaluation technique	Criteria: The accuracy of choosing PK curriculum evaluation techniques Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion, assignment 2 X 50		Material: Choosing a PK Pustaka curriculum evaluation technique :	4%
13	Determine PK learning approaches, strategies and models	Determine PK learning approaches, strategies and models	Criteria: Accuracy in determining PK learning approaches, strategies and models Form of Assessment : Participatory Activities, Portfolio Assessment	Presentations, discussions and assignments 2 X 50		Material: PK Pustaka learning approaches, strategies and models :	5%
14	Simulating techniques for determining curriculum content (need assessment)	Determining curriculum content (need assessment)	Criteria: Accuracy in conducting needs assessments Form of Assessment : Participatory Activities, Portfolio Assessment	Discussions, assignments and presentations 2 X 50		Material: Need assessment of the PK Pustaka curriculum: :	5%
15	Able to analyze the implementation of the PK curriculum	Evaluate the implementation of the curriculum in vocational schools	Criteria: Accuracy in conducting analysis and evaluation of curriculum implementation in vocational schools Form of Assessment : Participatory Activities, Portfolio Assessment		Survey of curriculum implementation at SMK 2 X 50	Material: Analyzing curriculum implementation at Pustaka Vocational School: :	6%
16	UAS		Form of Assessment : Participatory Activities, Tests	Final written test			20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	56%
2.	Portfolio Assessment	24%
3.	Test	20%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

