



1	Can explain the meaning of Vocational Education	- Explain the meaning of vocational education - Explain the objectives of vocational education	<b>Criteria:</b> Assessment of student participation  <b>Form of Assessment :</b> Participatory Activities	Presentations, group discussions and reflections are carried out online 2 X 50			0%
2	Students are able to understand vocational school revitalization	- Explain the vocational school revitalization policy in Indonesia - Identify employment data in Indonesia	<b>Criteria:</b> 10 points if correct, and 5 points if incorrect	Presentations, discussions and reflections are carried out online 2 X 50			0%
3	Students are able to understand the XXI Century Strategy for vocational education	- Explain the 21st Century Strategy for vocational education - Explain the policy for developing vocational school teachers to face the 21st century era -	<b>Criteria:</b> 10 points if the answer is correct, and 5 points if the answer is wrong. Value of student activity in learning. Assessment of student participation in learning.	Presentations, discussions and reflections are carried out online 2 X 50			0%
4	Students are able to understand strategies for facing vocational school revitalization and the XXI Century	- Analyzing vocational school strategies to face vocational school revitalization policies - Identifying the skills of vocational school teachers needed in the XXI century	<b>Criteria:</b> 1.10 points if the answer is correct, and 5 points if the answer is wrong 2.student activeness in learning	Presentations, discussions and reflections are carried out online 2 X 50			0%
5	Students are able to understand the legislation that supports vocational education in Indonesia and the revitalization of vocational schools	- Explain the role of vocational education according to Law No. 20 of 2003 - Explain the regulations that support vocational education.	<b>Criteria:</b> Student participation in learning and answering questions	Discussions, assignments, searching for library sources and other references 2 X 50			0%
6	Students are able to understand the legislation that supports vocational education and the Teaching Factory	- Explain government regulations related to Teaching Factories for Vocational Schools - Explain regulations that support vocational education.	<b>Criteria:</b> 10 marks if correct and 5 marks if wrong. Student participation in learning	Discussions and assignments to complete library sources and references related to Teaching Factory are carried out online 2 X 50			0%
7	Students are able to understand vocational education in other countries	1.Explaining vocational education in Asia 2.Explaining vocational education in Australia	<b>Criteria:</b> Value 70-100	Presentation, discussion and reflection 2 X 50			0%
8	Students are able to complete UTS	Able to complete UTS	<b>Criteria:</b> Value 0-100	UTS is conducted online 2 X 50			0%

9	Students are able to compare the vocational education system in England.	Explaining the vocational education system in England Identifying levels of vocational education in England Comparing vocational education policies in Indonesia and England	<b>Criteria:</b> Value 70-100	Group assignment presentations are carried out online 2 X 50			0%
10	Students are able to compare vocational education systems (TVET) in Indonesia and other countries (TVET Learning Theory and Strategy)	1.Explains the theory of vocational education in Indonesia and other countries. 2.Comparing TVET learning strategies in Indonesia and other countries. 3.Make a comparative conclusion about the vocational education system in Indonesia and other countries.	<b>Criteria:</b> Assessment of individual and group presentations with a score of 70-100. Student participation score is 70-100	Assignments, presentations and discussions are carried out online 2 X 50			0%
11	Students are able to compare the vocational education system (TVET) in Indonesia and other countries (TVET Learning Theory and Strategy).	1.Explains the theory of vocational education (TVET) in Indonesia and other countries. 2.Comparing TVET learning strategies in Indonesia and other countries. 3.Make a comparative conclusion about the vocational education system in Indonesia and other countries.	<b>Criteria:</b> Presentation value 70-100 Participation value 70-100	Assignments, presentations and student participation are carried out online 2 X 50			0%
12	Students are able to compare the vocational education system (TVET) in Indonesia and other countries (TVET Learning Theory and Strategy).	Explains the theory of vocational education (TVET) in Indonesia and other countries. Comparing TVET learning strategies in Indonesia and other countries. Make comparative conclusions about vocational education systems in Indonesia and other countries.	<b>Criteria:</b> Presentation score 70-100 and participation score 70-100	Assignments, presentations, and student participation. 2 X 50			0%

13	Students are able to compare the vocational education system (TVET) in Indonesia and other countries (TVET Learning Theory and Strategy).	<ol style="list-style-type: none"> <li>1.Explains the theory of vocational education in Indonesia and other countries.</li> <li>2.Comparing TVET learning strategies in Indonesia and other countries.</li> <li>3.Make a comparative conclusion about the vocational education system in Indonesia and other countries.</li> </ol>	<b>Criteria:</b> Presentation score 70-100 and participation score 70-100	Online assignments and presentations 2 X 50			0%
14	Students are able to compare vocational education systems in Indonesia and other countries in the world (TVET development strategies and policies)	<ol style="list-style-type: none"> <li>1.Explain the strategy for developing vocational education in Indonesia and other countries.</li> <li>2.Comparing TVET development policies in Indonesia and other countries.</li> <li>3.Make a comparative conclusion about the vocational education system in Indonesia and other countries.</li> </ol>	<b>Criteria:</b> Presentation score 70-100 and participation score 70-100	Assignments and presentations with the 2 X 50 online system			0%
15	Students are able to compare vocational education systems in Indonesia and other countries in the world (TVET development strategies and policies)	<ol style="list-style-type: none"> <li>1.Explain the strategy for developing vocational education in Indonesia and other countries.</li> <li>2.Comparing TVET development policies in Indonesia and other countries.</li> <li>3.Make a comparative conclusion about the vocational education system in Indonesia and other countries.</li> </ol>	<b>Criteria:</b> Presentation score 70-100 and participation score 70-100	Online assignments and presentations 2 X 50			0%
16	FINAL EXAMS	FINAL EXAMS	<b>Criteria:</b> FINAL EXAMS	FINAL EXAMINATION OF SEMESTER 2 X 50			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.