|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **UNIVERSITAS NEGERI PADANG**  **FACULTY OF ENGINEERING**  **ELECTRONIC DEPARTMENT**  **INFORMATIC EDUCATION STUDY PROGRAM** | | | | | | | | | | | **Document Code** | | |
| **SEMESTER LEARNING PLAN (SLP)** | | | | | | | | | | | | | | | |
| **COURSES** | | | | | | **CODE** | | **Course Group** | | **Credit Point(s)** | | **SEMESTER** | | **Date Of Creation** | |
| **Kurikulum Pendidikan Teknologi dan Kejuruan**  **(Technology and Vocational Education Curriculum)** | | | | | | TIK.61.2307 | | Compulsory Courses of the Study Program | | 2 credits (theory) | | II | | July 2017 | |
| **AUTHORIZATION** | | | | | | **Lecturer** | | | | **Course Coordinator** | | **Coordinator of Study Program** | | | |
| **Prof. Dr. Kasman Rukun, M. PdNIP. 195509211983031004** | | | | **Prof. Dr. Kasman Rukun, M.Pd**  **NIP. 195509211983031004** | | **Ahmaddul Hadi, S.Pd., M.Kom.**  **NIP. 197612092005011003** | | | |
| **Learning Outcomes (LO)** | | | **PLO** | | |  | | | | | | | | | |
| PLO-S1 | Have faith in God Almighty and able to show a religious attitude. | | | | | | | | | | | |
| PLO-S9 | Demonstrate an attitude of responsibility for work in their field of expertise independently | | | | | | | | | | | |
| PLO-P6 | Understand the basic concepts of mathematics, electrical and electronic science in the field of computers | | | | | | | | | | | |
| PLO-KU5 | Able to make decisions appropriately in the context of problem-solving in their area of ​​expertise, based on the results of information and data analysis. | | | | | | | | | | | |
| PLO-KK6 | Ability to master basic mathematics, electrical and electronic science concepts for the development of computer systems | | | | | | | | | | | |
| **CO** | | | |  | | | | | | | | |
| CO-1 | Explain the basic concepts of curriculum planning | | | | | | | | | | | |
| CO-2 | Formulate the conditions and challenges of vocational education | | | | | | | | | | | |
| CO-3 | Formulate a foundation for curriculum development and its application in vocational education | | | | | | | | | | | |
| CO-4 | Describe the components and principles of vocational education curriculum development | | | | | | | | | | | |
| **Course Description** | | | This course equips students with the ability to comprehend comprehensively the concepts of planning, implementing, and evaluating curriculum and being able to apply them in vocational education curriculum development. The course in general contains material on the meaning, dimensions, function, and role of the curriculum; curriculum development foundation; curriculum development components; curriculum development principles; curriculum development and organization models; approaches, strategies, and models of vocational learning. Lectures are carried out either with lectures, class discussions or groups equipped with the assignment of observations and critical analysis of vocational education curriculum development practices. | | | | | | | | | | | | |
| **Course Matter** | | | 1. Definition and dimensions of the curriculum  * Curriculum and learning * Curriculum functions * The role of the curriculum  1. General understanding of vocational education  * The foundation of the existence of vocational education * The development and challenges of vocational education in Indonesia  1. Philosophical, Psychological, Sociological, and Eclective Basis for Vocational Education 2. CAR Curriculum Development Components 3. CAR Curriculum Development Model 4. CAR Curriculum Evaluation 5. Basic Concept of Learning 6. Curriculum Content Determination Techniques 7. Analysis & Implementation of the CAR curriculum | | | | | | | | | | | | |
| **Reference** | | | Main: | | |  | | | | | | | | | |
| 1. Finch, C.R & Crunkilton, J.R. (1999). Curriculum Development in Vocational and Technical Education (fifth edition). Massachusetts: Allyn and Bacon 2. Hamalik, O. (2008). Management pengembangan kurikulum. Bandung: Remaja Rosdakarya. 3. Idi, A. (2014). Pengembangan kurikulkulum: teori dan praktik. Jakarta: Raja Grafindo Perkasa 4. Mulyasa. (2015). Pengembangan dan implementasi kurikulum 2013. Bandung: Remaja Rosdakarya. 5. Hamalik, O (2013). Dasar-dasar pengembangan kurikulum. Bandung: Remaja Rosdakarya. 6. Sukamto. (1988). Perencanaan & Pengembangan Kurikulum Pendidikan Teknologi dan Kejuruan. Jakarta: Dikti 7. Sukmadinata, N. S. (2013). Pengembangan kurikulum: teori dan praktik. Bandung: Remaja Rosdakarya. | | | | | | | | | | | | |
| **Media** | | | **Software:** | | | | | | | **Hardware :** | | | | | |
| Personal Computers, Papers, PowerPoint | | | | | | | LCD & Projector | | | | | |
| **Lecturer** | | | **Prof. Dr. Kasman Rukun, M. Pd** | | | | | | | | | | | | |
| **Prerequisites** | | | - | | | | | | | | | | | | |
| **Weeks-** | **Sub-CO**  **(Expected Final Ability in each learning stage)** | | | | **Assessment Indicator** | | | **Assessment Criteria** | **Learning Method, Students’ Learning Experience**  **[Time Allocation]** | | **Learning Material**  **[Topic from Reference]** | | | | **Score (%)** |
| **(1)** | **(2)** | | | | **(3)** | | | **(4)** | **(5)** | | **(6)** | | | | **(7)** |
| 1 | Explain the concept  basic planning  curriculum | | | | 1. Accuracy in understanding various sources regarding the meaning and dimensions of curriculum, curriculum and learning, curriculum function and the role of the curriculum 2. Students discuss the basic application of curriculum planning in vocational education 3. The accuracy in analyzing the basic application of curriculum planning in vocational education | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 1x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task 1**  Explain the Basic Concepts of Curriculum Planning  **[BT: 1x (2x60 ")]** | | 1. Definition and dimensions of the curriculum 2. Curriculum and learning 3. Curriculum functions 4. The role of the curriculum   **[1],[2], [3], [4], [5], [6], [7]** | | | | **15%** |
| 2 - 3 | Formulate conditions  and challenges  vocational education | | | | 1. Students collect materials on vocational education and vocational education development issues 2. Students discuss formulating problems and challenges in vocational education 3. Students formulate various vocational education development strategies and their implications for vocational education curriculum development d. Students present the results of the discussion | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 2x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-2**  Describe the conditions and challenges of vocational education  **[BT: 1x (2x60 ")]** | | 1. General understanding of vocational education 2. The foundation of the existence of vocational education 3. The development and challenges of vocational education in Indonesia   **[1],[2], [3], [4], [5], [6], [7]** | | | | **20%** |
| 4 | Formulate  base  development  curriculum and  the application is deep  Vocational education | | | | 1. Students browse the literature on the foundation of curriculum development 2. Students analyze the application of the foundation for curriculum development in the context of vocational education 3. Students submit and discuss the results of the analysis | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 1x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-3**  Describe the basis for curriculum development and its application in education and vocational education  **[BT: 1x (2x60 ")]** | | 1. Philosophical foundation 2. Psychological basis 3. Sociological foundation 4. Technological foundation 5. The eclectic philosophy of vocational education and its implications for vocational learning   **[1], [2], [3], [4], [5], [6], [7]** | | | | **10%** |
| 5 | Explain  components and  principle  development  curriculum  vocational education | | | | 1. Students browse the literature and listen to explanations of the components and principles of curriculum development 2. Students discuss and formulate application components and principles of curriculum development in vocational education | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 1x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-4**  Describe the components and principles of vocational education curriculum development  **[BT: 1x (2x60 ")]** | | 1. Curriculum development components (objectives, content, methods, evaluation) 2. Principles of curriculum development (general principles and specific principles) 3. Application of components and principles of curriculum development in vocational education   **[1], [2], [3], [4], [5], [6], [7]** | | | | **10%** |
| 6 - 7 | Comparing  various models  development and  Organization  The curriculum  fit for  vocational education | | | | 1. Students read handouts related to curriculum model and organization 2. Students in groups analyze the appropriate model and organization of curriculum for vocational education 3. Students present the results of the discussion | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 2x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-5**  Describe the development model and organization of vocational education curricula  **[BT: 1x (2x60 ")** | | 1. Curriculum development model (Ralp Tylor, Administrative, grass roots, demonstration, Taba, Beauchamp, Oliva, etc.) 2. Curriculum organization 3. Model and organizational implications of curriculum in vocational education   **[1], [2], [3], [4], [5], [6], [7]** | | | | **10%** |
| **8** | **Mid-Term Exam: Formative evaluation that is intended to improve the learning process based on the assessment that has been carried out** | | | | | | | | | | | | | | |
| 9 - 10 | Determine  approaches, strategies,  and models  learning  vocational | | | | 1. Accuracy in understanding the concept of entities and weak entity. 2. Students discuss the characteristics of each lesson 3. Students compile a paper on appropriate learning for vocational education 4. Students discuss the results of the drafted paper | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 2x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-6**  Describe the approaches, strategies, and models of vocational learning  **[BT: 1x (2x60 ")** | | 1. Vocational learning approaches 2. Vocational learning strategies 3. Computer Learning Model   **[1], [2], [3], [4], [5], [6], [7]** | | | | **15%** |
| 11 | Simulate  various techniques  content determination  curriculum (need  assessment) | | | | 1. Accuracy in explaining the philosophical, introspective, DACUM approach in vocational education | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  Presentation  **[TM: 1x (2x50 ")]**  **Independent**  **[BM: 1x (2x60 ”)]**  **Task-7**  Explain curriculum content determination techniques  **[BT: 1x (2x60 ")]** | | 1. Philosophical approach 2. An introspective approach 3. The DACUM approach 4. Functional approach 5. Task analysis   **[1], [2], [3], [4], [5], [6], [7]** | | | | **10%** |
| 12 - 15 | Analyze  implementation  curriculum  vocational education | | | | 1. Analyzing the implementation of the vocational education curriculum 2. Constancy and clarity in explaining the vocational education curriculum | | | **Criteria:**  Lectures, Problem based learning, assignments | **Lecture**  **[TM: 4x (2x50 ")]**  **[BM: 1x (2x60 ”)]**  **Task-8**  Describe the implementation of the vocational education curriculum  **[BT: 1x (2x60 ")]**  **Task-9**  Describe the vocational education curriculum  **[BT: 1x (2x60 ")]**  **Task-10**  Implementing a vocational education curriculum  **[BT: 1x (2x60 ")]** | | 1. Competency-based curriculum 2. Education unit level curriculum 3. Curriculum 2013 4. Free Learning Curriculum   **[1], [2], [3], [4], [5], [6], [7]** | | | | **10%** |
| **16** | **UAS / Semester Final Examination: Evaluation which is intended to determine the final achievement of student learning outcomes** | | | | | | | | | | | | | | |