SEMESTER LEARNING PLAN (RPS)
PROGRAM OF BUILDING ENGINEERING VOCATIONAL EDUCATION (BEVE)
DEPARTMENT OF CIVIL ENGINEERING, FACULTY OF ENGINEERING,
STATE UNIVERSITY OF PADANG

COURSE	CODE	GROUP OF COURSE	SCU		SEM	VERSI
			Teory	Pract		
Technology and Vocational Education Curriculum			**3**			
Responsible Lecturer	Yuwalitas Gusmareta, S.Pd, M.Pd T,		**the signature of the responsible lecturer**			

Information	**Dean of the Faculty of Engineering**	**Head of the Civil Engineering Department**	**Study Program Coordinator Building Engineering Vocational Education**
	Dr. Fahmi Rizal, M.Pd., M.T NIP. 195912041985031004	Faisal Ashar, Ph.D. NIP. 19750103 200312 1001	Drs. Revian Body, MSA. NIP. 19600103 198503 1003

Graduate Learning Outcomes	**Learning Achievement of Graduate Study Programs**
	1. Able to apply basic science knowledge (mathematics, natural sciences) and other multidisciplinary disciplines which form the basis of the field of Building Engineering Vocational Education in carrying out professional work in the field (Knowledge and Understanding). 1.1. Able to show a good understanding and implement basic mathematical concepts to solve various problems in the field of building engineering. 1.2. Have a high understanding and can implement basic concepts of physics and chemistry (natural sciences) in the field of building engineering.

	1.3. Have a high understanding and can implement the basic principles of basic engineering (mechanics, engineering drawings, materials science) in the field of building engineering. 2. Able to think critically and creatively in identifying, formulating, problem-solving, evaluating various problems in the field of Building Engineering Vocational Education with the most appropriate and effective scientific method (Engineering analysis, investigations and assessment). 2.1. Able to identify various technical problems in the field of building engineering 2.2. Able to analyze various technical problems in the field of building engineering 2.3. Able to evaluate various technical problems in the building sector 3. Have a reliable ability in designing, implementing and supervising building engineering works (Engineering design). 3.1. Able to realize work drawings in collaboration with various related parties. 3.2. Able to manage to build engineering work by paying attention to environmental, social, health and safety aspects. 3.3. Able to supervise the implementation of building engineering work 4. Have a reliable ability to design, implement and evaluate the learning process in Building Engineering Vocational Education (Education design). 4.1. Able to design curriculum and learning process in the field of building engineering. 4.2. Able to implement, control, evaluate and improve the quality of the learning process 4.3. Able to develop effective, efficient, and attractive learning media. 5. Having the ability to adapt and innovate to the development of science and technology and implement it into the goals of education and professional work by considering possible non-technical risks (Engineering practice). 5.1. Able to innovate and develop technology in the field of building engineering by considering social, economic and environmental aspects.

	5.2. Able to analyze environmental conditions in the planning, implementation and supervision of buildings. 5.3. Implement information technology and computers into the planning, implementation, and supervision processes of buildings. 6. Having social and managerial competence, working together, communicating effectively, having entrepreneurial character, having an environmental perspective and being aware of the importance of lifelong learning (transferable and soft skills). 6.1. Able to work creatively, innovatively, collaboratively, be careful, responsible, responsive to environmental changes. 6.2. 1.2. Have curiosity, think critically, are open-minded, and objective. 6.3. 1.3. Able to communicate effectively and work together in teamwork
Course Learning Outcomes	**Learning Achievment of Course (CPMK)**

CPMK	CPL
1. Students are able to master the basic concepts of the curriculum and the development of the Technology and Vocational Education curriculum	4.1,4.2,4.3,5.1,5.2,5.3, 6.1, 6.2, dan 6.3
2. Understand and master the principles and characteristics of the world of work	4.1,4.2,4.3,5.1,5.2,5.3, 6.1, 6.2, dan 6.3
3. Students understand the technology and Vocational Education curriculum development model	4.1,4.2,4.3,5.1,5.2,5.3, 6.1, 6.2, dan 6.3
4. Students have sufficient insight into technology and Vocational Education education and curriculum.	4.1,4.2,4.3,5.1,5.2,5.3, 6.1, 6.2, dan 6.3

Short descriptions of course	This course is a faculty level course that provides basic concepts, perspectives on technology and vocational education, curriculum definition and curriculum planning for Technology and Vocational Education (decision-making processes and strategies), standardization and identification of data for decision making in Technology and Vocational Education curriculum planning. , redefinition of vocational education, technology relations, job organization, skill formation, industrial relations, and vocational education and training (need for new skills), the world of work, jobs and skills, occupation and competence

<table>
<tr><td></td><td colspan="2">(Task Analysis), challenges for trainers, inquiry into skills and training issues, job competency analysis, determination of the content of the Technology and Vocational Education curriculum, curriculum implementation and evaluation, dual system education, and the Education Unit Level Curriculum.</td></tr>
<tr><td rowspan="4">References</td><td colspan="2">Main Reference :</td></tr>
<tr><td colspan="2">1. Brady, L. (1992). Curriculum Development. New York: Prentice Hall.
2. Field, L. (1991). Skilling Australia. Melbourne. Longman Cheshire.
3. Finch, C.R. & Crunkilton, J.R. (1984). Curriculum Development Vocational and Technical Education, Boston: Allyn and Bacon, Inc.
4. Artikel. Jurnal yang berkenaan dengan topik kejuruan.</td></tr>
<tr><td colspan="2">Suporting Reference</td></tr>
<tr><td colspan="2">1. E. Mulyasa. 2007. Menjadi Kepala Sekolah Profesional. Bandung: Penerbit PT Remaja Rosdakarya.
2. Fasli Jalal & Dedi Supriadi (Eds.) 2001. Reformasi Pendidikan dalam Konteks Otonomi Daerah. Yogyakarta: Kerjasama Depdiknas-Bappenas-Adicita Karya Nusa.
3. H.A.R. Tilaar. 2004. Paradigma Baru Pendidikan Nasional. Jakarta: Penerbit: Rineka Cipta.
4. Jerome S. Arcaco. 1995. Pendidikan Berbasis Mutu. Prinsip-prinsip Perumusan dan Tata Langkah Penerapan. Penerjemah Yosal Iriantara. Yogyakarta: Penerbit Pustaka Pelajar.
5. M. Sobry Sutikno. 2007. Menggagas Pembelajaran Efektif dan Bermakna. Mataram: NTP Press.
6. Rimsky K. Judisseno. 2008. Jadilah Pribadi yang Kompeten di Tempat Kerja. Jakarta: Penerbit Gramedia Pustaka Utama.
7. Nurani Soyomukti. 2008. Pendidikan Berperspektif Globalisasi. Yogyakarta: AR-RUZZ Media.</td></tr>
<tr><td rowspan="2">Learning Media</td><td>Software:</td><td>Hardware:</td></tr>
<tr><td></td><td>Computers, LCD projectors and whiteboards and peripherals</td></tr>
<tr><td>Team Teaching</td><td colspan="2">Yuwalitas Gusmareta, S.Pd, M.Pd T,
DR. Rijal Abdullah, MT</td></tr>
<tr><td>Assessment</td><td colspan="2">UTS, UAS, Tugas mandiri & kelompok, Presentasi kelompok</td></tr>
<tr><td>Requirements Subject</td><td colspan="2">Tidak ada</td></tr>
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MATERI PEMBELAJARAN

Weeks	Competence to be achieved	Study Materials	Learning Methods and Strategies	Assignments / task	Assessment Criteria / Indicators	Rreference
(1)	Introduction to Lectures	Introduction, Study Contract and Syllabus	Lecture	-	-	Lecture Contract and Syllabus
(2)	Introduction, Technological and Vocational Education Perspectives, Curriculum Definitions and Characteristics of Vocational Engineering Education	- Technological and Vocational Education Perspectives, - Definition of Curriculum -Characteristics of Vocational Engineering Education	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton Bab I
(3)	Rationale for the Development of Vocational Engineering Education Curriculum	Development of Vocational Engineering Education Curriculum	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton hal 16-20
(4)	Basic Foundations of Curriculum Planning (theory, philosophy, social, cultural, and psychological)	Basics of Vocational Engineering Education Curriculum Planning	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Laury Brady Bab 4
(5)	Planning of Vocational Engineering Education Curriculum (Decision Making Process and Strategy)	Decision Making Process and Strategy in Vocational Engineering Education Curriculum Planning	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton Bab 3

Weeks	Competence to be achieved	Study Materials	Learning Methods and Strategies	Assignments / task	Assessment Criteria / Indicators	Rreference
(6)	Standardization and Identification of Data For decision making in planning the Vocational Engineering Education curriculum	Decision Making in Vocational Engineering Education Curriculum Planning	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton Bab 4 dan 5
(7)	Redefinition of Vocational Education, Technology Relations, Job Organization, Skill Formation, Industry Relations, and Vocational Education and Training (Need for New Skills)	Redefinition of Vocational Education (Needs and New Skills)	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Laurie Field Bab 1
(8)	**Evaluasi Tengah Semester Melalui Ujian Tengah Semester**					
(9)	Employment, Employment and Skills, Occupation and Competence (Job Analysis)	Task Analysis	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Laurie Field Bab 2
(10)	Challenges for Trainers, Inquiry and Skills and Training Issues	Challenges for trainers, inquiry and training skills and issues	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Laurie Field Bab 3 dan 4
(11)	Job Competency Analysis	Job Competence	Lectures and Group Discussions	Papers per Group	- Contents of Papers	Laurie Field Bab 5

Weeks	Competence to be achieved	Study Materials	Learning Methods and Strategies	Assignments / task	Assessment Criteria / Indicators	Rreference
					- Discipline (Punctuality) - Neatness	
(12)	Determining the Contents of the Vocational Engineering Education Curriculum	Contents of Vocational Engineering Education Curriculum	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton Bab 6 dan 7
(13)	Curriculum Implementation	Curriculum Implementation	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Finch & Crunkilton Bab 9 dan 10
(14)	Curriculum Evaluation	Curriculum Evaluation	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Laury Brady Bab 14 dan 15
(15)	Dual System Education, International Vocational Education	Dual System Education, International Vocational Education	Lectures and Group Discussions	Papers per Group	- Contents of Papers - Discipline (Punctuality) - Neatness	Depdiknas Jurnal, Artikel bebas
(16)	**Final Semester Evaluation (Evaluation which is intended to determine the final achievement of student learning outcomes)**					

Note:

Correlation between CPMK and CPL and Assessment Methods

CPMK	Assesment	Rate (%)	CPL-1			CPL-2				CPL-3				CPL-4			CPL-5			CPL-6		
			1	2	3	1	2	3	4	1	2	3	4	1	2	3	1	2	3	1	2	3
1	Mid Semester Exam	25																				
2	Final Semester Examination	25																				
3	Assignments of Papers by Group	30																				
4	Presence	20																				
TOTAL		100																				

Assessment Components

Mid Semester Exam : 25%

Final Semester Examination : 25 %

Assignments of Papers by Group : 30 %

Presence : 20%

Total : 100 %

Rating Level Description

	Excellent	Good	Satisfy	Fail
Description	90-100	70-89	51-69	< 50
Formulations	90-100	70-89	51-69	< 50
Calculate	90-100	70-89	51-69	< 50
Analysis	90-100	70-89	51-69	< 50

Scoring system

Score	Quality Value	Quality Score	Designation of Quality	Score	Quality Value	Quality Score	Sebutan Mutu
85 – 100	A	4.0	With compliments	55 – 59	C	2.0	Enough
80 – 84	A-	3.6	Very very good	50 – 54	C-	1.6	Not enough
75 – 79	B+	3.3	Very well	40 – 49	D	1.0	Less
70 – 74	B	3.0	Good	≤ 39	E	0.0	Failed
65 – 69	B-	2.6	Pretty good	-	T	-	Delayed
60 – 64	C+	2.3	More than enough				

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI PADANG
JURUSAN TEKNIK BANGUNAN
Alamat: Jl. Prof. Dr. Hamka, Kampus UNP Air Tawar, Padang 25131
Telp. (0751) 7055644, Fax (0751) 7055628, website: www.ft.unp.ac.id, e-mail: info@ft.unp.ac.id

MIDTERM EXAM

Subject : Technology and Vocational Education CurriculumKode / SKS :

Nature of the Exam : Close book

Lecturer : Prof. Dr. Ungsi AOM, M.Ed
Yuwalitas Gusmareta, S.Pd, M.Pd T
DR. Rijal Abdullah, MT

Time : 75 minutes

Maximum Value : 100

No	question	Rate
1	Explain the definition of the curriculum according to the experts, and the curriculum definition according to your opinion in your language!	25
2	The basic foundation of planning the Vocational Engineering Education Curriculum is a philosophical foundation, a social foundation, a cultural foundation and a psychological foundation. Describe each of these bases in detail!	25
3	Describe the decision-making process and strategy in planning the Technology and Vocational Education Curriculum!	25
4	How do you think the curriculum development is happening in SMK and vocational education today? Tell it in your language accurately and clearly!	25

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FINAL EXAMS

Subject : Technology and Vocational Education CurriculumKode / SKS :

Nature of the Exam : Close book

Lecturer : Prof. Dr. Ungsi AOM, M.Ed
Yuwalitas Gusmareta, S.Pd, M.Pd T
DR. Rijal Abdullah, MT

Time : 75 minute

Maximum Value : 100

No	question	Rate
1.	Tell your opinion about the implementation of the 2013 curriculum in SMK today! Answers with examples!	25
2.	Is it true that curriculum evaluation is important? Please explain in detail!	25
3.	What is meant by Dual System Education? And explain the Dual System Education in Indonesia!	25
4.	How is the application of Vocational Education abroad! Express your opinion with examples!	25

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COURSE TASKS

Course : Kurikulum Pendidikan Teknologi dan Kejuruan
Kode / SCU : /3
Nature of the Task : Group
Lecture : Yuwalitas Gusmareta, S.Pd, M. Pd T
Time of presentation : 20 minutes
Value : 30

Group	Question	Max Score
1	Make a paper on curriculum definitions, curriculum boundaries, curriculum perspectives, curriculum characteristics!	100
2	Write a paper on the development of the Vocational Engineering Education curriculum!	100
3	Make a paper on the basic foundations of Vocational Engineering Education curriculum planning (theory, philosophy, social, cultural and psychological)!	100
4	Write a paper on Vocational Engineering Education curriculum planning (decision-making process and strategy)!	100
5	Make a paper on standardization and identification of data for decision making in Vocational Engineering Education curriculum planning!	100
6	Write a paper on the redefinition of vocational education and technology relations, job organization, skills formation, industrial relations, and vocational education and training (the need for new skills)!	100
7	Make a paper about the world of work, work and skills, occupation and competence (Task Analysis)!	100
8	Write a paper on challenges for trainers, inquiry and training skills and issues!	100
9	Write a paper on job competency analysis!	100