TEACHING PLAN
BUILDING ENGINEERING VOCATIONAL EDUCATION (BEVE) STUDY PROGRAM
CIVIL ENGINEERING DEPARTMENT, FACULTY OF ENGINEERING, UNIVERSITAS NEGERI PADANG

COURSE	CODE	COURSE CLUSTER	CREDITS		SEM	VERSION
			Theory	Practice		
VOCATIONAL PEDAGOGY	SIP1.61.5102	General Course Basic Education (GCBE)	3	0	5	
Lecturer in Charge	Prof. Dr. M.Giatman, MSIE Dr. Nurhasan Syah, M.Pd Dr. Indriati KN., M.Pd		**Lecturer in Charge**			

Remarks	**Dean of Faculty of Engineering**	**Head of Civil Engineering Department**	**Coordinator of BEVE**
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Program Learning Outcomes	**Program Learning Outcomes (PLO)**
	1. The ability to apply basic knowledge of science (mathematics, natural sciences) and other multidisciplinary knowledges which are the basis of Building Engineering Vocational Education field in carrying out its professional work (Knowledge and Understanding). 1.1. Able to show good understanding and to implement the basic concept of mathematics to solve various problems in building engineering field. 1.2. Have a high understanding and able to implement the basic concept of Physics and Chemistry (natural sciences) in building engineering field. 1.3. Have a high understanding and able to implement the basic concept of basic engineering (Mechanics, Engineering Drawings) in building engineering field.

	2. Have a high understanding and able to implement the basic concept of basic engineering (Mechanics, Engineering Drawings) in building engineering field. 2.1. Able to identify various technical problems in building engineering field. 2.2. Able to analyze various technical problems in building engineering field. 2.3. Able to evaluate various technical problems in building engineering field. 2.4. Able to communicate Engineering Analysis, Investigation and Assessment materials to students / training. 3. The reliable ability to plan, implement, and supervise the works in building engineering field. (Engineering design). 3.1. Able to implement shop drawings in collaboration with various related parties. 3.2. Able to manage building engineering works by paying attention to environmental, social, health and safety aspects. 3.3. Able to supervise the implementation of building engineering woks. 3.4. Able to communicate Engineeering Design material to students. 4. The reliable ability to plan, implement, and evaluate the learning process in Building Engineering Vocational Education study program (Education design). 4.1. Able to plan the curriculum and learning process in building engineering field. 4.2. Able to carry out, control, evaluate and improve the quality of the learning process. 4.3. Able to develop an effective, efficient and interesting teaching media. 5. The ability to adapt to and innovate towards the development of science and technology and implement it into educational and professional work goals by considering non-technical risks that may occur (Engineering practice). 5.1. Able to innovate and develop the 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. Social and managerial competencies, collaboration and effective communication skills, entrepreneurial character, environmental insight, and awareness of the importance of lifelong learning (Transferable and softskill).
   6.1. Able to work creatively, innovatively, collaboratively, carefully, responsibly, and responsive to environmental change.
   6.2. Have curiosity and critical thinking, open-minded, and objective.
   6.3. Able to communicate effectively, and to collaborate in a team work.

Course Learning Outcomes

Course Learning Outcomes (CLO):Vocational Pedagogy

CLO	PLO
1. Students are able to design learning in the field of building engineering according to the learning standards in the 2013th curriculum.	4.1, 6.1
2. Students are able to make and implement learning preparations for certain subjects in accordance with K13 guidelines, both theoretical and practical lessons.	4.2. 6.2
3. Students are able to design and prepare learning assessments in accordance with the subjects taught by the K13 standard at Vocational High School.	4.3. 6.3

Course Description

This course provides knowledge about various principles and concepts of new educational paradigms, instructional design, strategies, methods and learning media, task analysis, concepts and analysis of CBC-based curriculum, formulating competencies, instructional analysis, compiling teaching plan, designing learning and learning evaluation, and preparing teaching materials.

Literature

Main:

1. B.R. Hergenhahn, Matthew H.olson. 2998. Theories of Learning. Seven edition. Pearson Education Inc. Boston
2. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock,

	M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn& Bacon	
	Supporting:	
	3. *Eggen P. and Kauchak D.2012. Strategie and Models for Teachers (Strategi dan Model Pembelajaran) terjemahan edisi 6. PT. Indek Jakarta* 4. *Atwi Suparman. 1995.* ***Desain Instruksional****. Jakarta: Pusat Antar Universitas* 5. Wilson, L. O. (2019). *Models of Teaching*. Retrieved Agustus 20, 2019, from The Second Principle: https://thesecondprinciple.com/teaching-essentials/models-of-teaching/ 6. Undang-UndangNomor 14 Tahun 2005 Tentang Guru Dan Dosen 7. Nwlink.com. (2015, January 12). *Bloom's Taxonomy of Learning Domains*. Retrieved Agustus 20, 2019, from www.nwlink.com: http://www.nwlink.com/~donclark/hrd/bloom.html	
Teaching Media	**Software:**	**Hardware:**
		Computer, LCD Projector and White Board
Team Teaching		
Assessment	Mid-Semester Exam, Final Exam, Individual and Group Assignment, Group Presentation	
Prerequisite	N/A	

TEACHING MATERIAL

Week	Expected Competency	Study Material	Teaching Method and Strategy	Assignment	Assessment Criteria/ Indicator	Reference
(1)	(PLO-1.1 LO4.1) Summarizes various concepts and principles A new paradigm in learning.	A new paradigm of learning Teacher competency standards according to the Teacher and Lecturer Law No. 14 of 2005th Student centered instruction Learning how to learn.	Lecturer **[1x120']** Discussion **[1x60']** Assigment **[1x60']**	Studying, reviewing and discussing new paradigm concepts of learning.	*Analyze each item of teacher competence.*	RU-1 RP-3
(2)	(PLO-1.2 LO4.1) Explain with examples the concepts and	Concepts and Components of Instructional Design	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing new paradigm concepts of	*Analyze every component of instructional*	RU-1 RP-3, 4

Week	Expected Competency	Study Material	Teaching Method and Strategy	Assignment	Assessment Criteria/ Indicator	Reference
	components of instructional design.	- Instructional Design Concepts - Components of Instructional Design		learning	*design*	
(3)	(PLO-1.3 LO4.1) Summarize the various Learning Strategies, Methods, and Media.	Learning strategies and methods Learning strategies Learning methods Instructional Media	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing strategies, learning methods and learning media	*Analyze the differences between strategies, methods and use of instructional media*	RU-1 RP-3,4
(4)	(PLO-2.1 LO4.2) Determine the level of learning outcomes in the cognitive, affective, and psychomotor fields.	Taxonomy of Learning Outcomes Taxonomy Concept of Learning Outcomes Level of Learning Outcomes in the Cognitive, Affective, and Psychomotor Fields	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of taxonomy	*Analyze the taxonomy components of learning*	RU-2 RP-3
(5)	(PLO-2.2 LO4.2) Carry out a job analysis in the vocational field.	*Task Analysis*	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of task analisys	*Analyze the components of the task analysis and their application*	RU-1,2 RP-3
(6)	(PLO-2.3 LO4.1) Explain concepts and principles Competency-based	CBC Concepts and Principles - KBK concept - Principles of CBC +	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of curriculum CBK	*Analyze component of CBC*	RU-1,2 RP-3

Week	Expected Competency	Study Material	Teaching Method and Strategy	Assignment	Assessment Criteria/ Indicator	Reference
	curriculum (CBC).	K13				
(7)	(PLO-3.1 LO4.3) Formulate competency standards and sub competencies.	Competency standards and sub competencies - Concept of competence - Formulation of competencies	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of competency standards and sub competencies	*Analyze competency standard and sub competencies*	RU-2 RP-3, 6
(8)	(PLO-2.4 LO4.2) Perform instructional analysis	Analysis instructional	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of analysis instructional	*Analyze of analysis instructional*	RU-1 RP-3
(9)	**MID-Semester Exam**					
(10)	(PLO-2.5 LO4.2) Prepare teaching plan, lesson plans, and Jobsheets / Labsheet	Teaching plan. Jobsheet Labsheet	Assigment **[1x180']** Presentation **[1x60']**	Studying, reviewing and discussing learning of prepare teaching plan, lesson plan, jobsheet and labsheet	*Analyze components of teaching plan, lesson plan, jobsheet and labsheet*	RU-1 RP-3,6, 7
(11)	(PLO-3.2 LO4.3) Designing the Evaluation of Learning Outcomes	Evaluation of learning outcomes Validity and reliability of the test Essay test and objective test Assessment of the performance of the Porto-folio	Assigment **[1x180']** Presentation **[1x60']**	Studying, reviewing and discussing learning of prepare evaluation learning	*Analyze components evaluation of learning outcomes*	RU-1 RP-3, 7

Week	Expected Competency	Study Material	Teaching Method and Strategy	Assignment	Assessment Criteria/ Indicator	Reference
(12)	(PLO -3.3 LO 4.3) Writing teaching materials	Teaching materials Teaching Material Format Content of Teaching Materials	Assigment **[1x180']** Presentation **[1x60']**	Studying, reviewing and discussing learning of writing teaching materials	*Analyze of writing teaching materials*	RU-1 RP-3
(13)	(PLO -3.4 LO 4.2) Designing Individual Learning	Individual Learning Individual Manufacturing Components Individualized Content Creation	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of designing individual learning	*Analyze of designing individual learning*	RU-1 RP-3
(14)	(PLO -3.5 LO 4.3) Writing modules	Modules Component of modules Writing modules	Assigment **[1x180']** Presentation **[1x60']**	Studying, reviewing and discussing learning of writing modules	*Analyze component modules*	RU-1 RP-3
(15)	(PLO -3.6 LO 4.2) Designing Structured Tasks	Structured Tasks Structured Task Form Structured Task Components	Assigment **[1x180']** Presentation **[1x60']**	Studying, reviewing and discussing learning of designing structured tasks	*Analyze component designing structured tasks*	RU-1 RP-3
(16)	(PLO -3.7LO4.3) Evaluation the learning process	Evaluation of the learning process Teaching and learning process (TLP) Evaluation Concept TLP Evaluation Procedure TLP Evaluation Instruments	Presentation and Discussion **[1x180']** Assigment **[1x60']**	Studying, reviewing and discussing learning of evaluation the learning process	*Analyze component of evaluation the learning process*	RU-1 RP-3

Week	Expected Competency	Study Material	Teaching Method and Strategy	Assignment	Assessment Criteria/ Indicator	Reference
(17)	**Evaluation Final Semester (Evaluation which is intended to find the final achievement of student learning outcomes)**					

Notes:

Correlation between CLO, PLO and Assessment Methods

	Assesment	Weight (%)	PLO-1			PLO-2				PLO-3				PLO-4			PLO-5			PLO-6		
			1	2	3	1	2	3	4	1	2	3	4	1	2	3	1	2	3	1	2	3
CPMK-1.1																						
CPMK-1.2																						
CPMK-1.3																						
CPMK-2.1																						
CPMK-2.2	Task analisys	10																				
CPMK-2.3																						
CPMK-3.1																						
CPMK-2.4																						
UTS		25																				
CPMK-2.5	Task Teaching Plan	15																				
CPMK-3.2																						
CPMK-3.3																						
CPMK-3.4																						
CPMK-3.5	Task Write Modules	10																				
CPMK-3.6																						
CPMK-3.7																						
UAS		30																				
Presence		10																				
TOTAL		100																				

Assesment Components

Mid-Semester Exam	:25%
Final Exam	:30%
Assignment	:35 %
Presence	:10%
Total	: 100 %

Description of Assessment Level

	Excellent	**Good**	**Satisfy**	**Fail**
Description	Able to describe correctly and completely	Able to describe correctly but incomplete	Able to describe but less clear and incomplete	Unable to describe
Formulation	Able to formulate correctly and completely	Able to formulate correctly but incomplete	Able to formulate but less clear and incomplete	Unable to formulate
Calculation	Able to calcutate correctly and completely	Able to calculate correctly but not complete	Able to count but less clear and incomplete	Unable to calculate
Analysis	Able to analyze correctly and completely	Able to analyze correctly but incomplete	Able to analyze but less clear and incomplete	Unable to analyze
Presentation	Able to present correctly and completely	Able to present correctly but incomplete	Able to present but less clear and incomplete	Unable to present

Assessment System

Score Range	Grade Letter	Grade Point	Notes	Score Range	Grade Letter	Grade Point	Notes
85 – 100	A	4.0	Exceptional	55 – 59	C	2.0	Quite Satisfactory
80 – 84	A-	3.6	Excellent	50 – 54	C-	1.6	Poor
75 – 79	B+	3.3	Very Good	40 – 49	D	1.0	Very Poor
70 – 74	B	3.0	Good	≤ 39	E	0.0	Fail
65 – 69	B-	2.6	Fairly Good	-	T	-	Delayed
60 – 64	C+	2.3	Satisfactory				

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MID SEMESTER EXAM

Course	:
Code / Credits	:
Type of Exam	:
Lecturer	:
Time Allocation	:
Maximum Grade	:

No	Question	Weight

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FINAL SEMESTER EXAM

Course	:
Code / Credits	:
Type of Exam	:
Lecturer	:
Time Allocation	:
Maximum Grade	:

No	Question	Weight

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Courses Assigments

Course	:
Code / Credits	:
Type or Task	:
Lecturer	:
Time Allocation	:
Score Grade	:

Group	Question	Max Grade