

## **SEMESTER LESSON PLAN (RPS)**



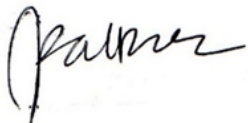

### **TECHNOLOGY AND VOCATIONAL EDUCATION**



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**CULINARY EDUCATION STUDY PROGRAM  
DEPARTMENT OF FAMILY WELFARE EDUCATION  
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA  
2021**

	<b>SEMESTER LESSON PLAN (RPS)</b>	Doc. No : FPTK-UPI-SAP-E0751-07
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	<b>TECHNOLOGICAL AND VOCATIONAL EDUCATION</b>	Page:
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## SEMESTER LESSON PLAN (RPS)

### 1. Course Identity

Study Program Name	:	Culinary Education Study Program
Name of Course :	:	Technological and Vocational Education
Code of Course:	:	TK302
Group of Course <sup>*)</sup>	:	Faculty Expertise Subject (MKKF)
SKS weight	:	2 SKS
Level	:	S1
Semester	:	Odd/Even
Prerequisite	:	-
Status (Mandatory/Optional) <sup>*)</sup>	:	<b>Mandatory</b>
Lecturer Name and Code	:	Dr. Sri Subekti, M.Pd. /0772 Drs. Karpin, M.Pd / 1779

## 2. Course Description

This course is a mandatory course for undergraduate students of Culinary Education Study Program. After attending this course, students are expected to understand the concepts, insights, and positive attitudes towards vocational education, to understand vocational education as an instrument for preparing human resources, vocational education models, vocational education system in Indonesia and in various other countries, and central and local government policies on vocational education.

## 3. Program Learning Outcomes (PLO)

- S : Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics
- P3 : Proficient in theoretical concepts of Culinary education
- KU : Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding their area of expertise.
- KK1 : Can plan, implement, evaluate learning outcomes and evaluate the implementation of technology and vocational education in the area of Culinary on a professional basis in formal education

## 4. Course Learning Outcomes (CLO)

CLO1: Proficient in the basic concepts, principles, and forms of Technology and Vocational Education (TVE).

CLO2: Explain the history of the vocational education development in Indonesia, and the comparison of vocational education abroad.

CLO3: Explain the role and function of Technology and Vocational Education in human resources development and employment.

CLO4: Explain the implementation models of Technology and Vocational Education and Technology and Vocational Education policies.

## 5. Description of Learning Plan

Mee ting	Sub-CLO and Course Learning Outcome Indicators	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	<b>Sub-CLO:</b> Proficient in the basic concepts of Technology and Vocational Education. <b>Indicators:</b>	Basic technological and vocational concepts 1. Technology and vocational	Online Lectures	100 minutes	Structured Assignments : Basic technological	; 3; 4; 6; 8; 9; 10; 11; 14; 15

	<ol style="list-style-type: none"> <li>1. Distinguish technology and vocational education vs general education.</li> <li>2. Explain the function of vocational education</li> <li>3. Explain the purpose of vocational education</li> <li>4. Analyze the characteristics of vocational education</li> <li>5. Explain the principles of vocational education.</li> </ol>	<ol style="list-style-type: none"> <li>education VS General education</li> <li>2. Functions of Vocational education</li> <li>3. Vocational Education Goals</li> <li>4. Characteristics of Vocational Education</li> <li>5. Principles of Technological and Vocational Education</li> </ol>			and vocational concepts	
2	<p><b>Sub-CLO:</b> explain the historical perspective of Vocational Education in the World.</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the history of the vocational education development in Indonesia</li> <li>2. Explain the development of family welfare education</li> </ol>	<p>Historical Perspective of Vocational Education in the World.</p> <ol style="list-style-type: none"> <li>1. The history of the vocational education development in Indonesia</li> <li>2. Development of family welfare education</li> </ol>	Online Lectures	100 minutes	Structured Assignments : History of technological and vocational education	; 4; 6; 7; 9; 10; 11; 14; 15.

3	<p><b>Sub-CLO:</b> Analyze Technology and Vocational learning models.</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the school model</li> <li>2. Analyze the dual system model</li> <li>3. Analyze the apprenticeship model</li> <li>4. Analyze the teaching industry</li> <li>5. Analyze the teaching factory</li> </ol>	<p>Technological and vocational learning models</p> <ol style="list-style-type: none"> <li>1. School model</li> <li>2. Dual system model</li> <li>3. Apprenticeship model</li> <li>4. Industrial teaching</li> <li>5. Teaching factory</li> </ol>	Online Lectures	100 minutes	Structured Assignments : Technology and vocational learning models	; 4; 6; 7; 9; 10; 11; 14; 15.
4	<p><b>Sub-CLO:</b> Analyze the dimensions of technological and vocational renewal</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the principles of implementing vocational education</li> <li>2. Outlining the insights and context of technology and vocational education</li> <li>3. Describe the reforms to consider in the context of</li> </ol>	<p>Dimensions of Technological and Vocational Renewal</p> <ol style="list-style-type: none"> <li>1. Principles of organizing vocational education</li> <li>2. Insights and context of technology and vocational education</li> <li>3. Human resource insights.</li> </ol>	Online Lectures	100 minutes	Structured Assignments : Dimension Technological and vocational renewal	; 4; 6; 7; 9; 10; 11; 14; 15.

	technology and vocational education	<ol style="list-style-type: none"> <li>4. Future insight</li> <li>5. Quality Insight</li> <li>6. Excellence insight</li> <li>7. Professional insight</li> <li>8. Value-added insight</li> <li>9. Efficiency insights</li> <li>10. Renewal to be considered in the context of technology and vocational education.</li> </ol>				
5	<p><b>Sub-CLO:</b> Understanding about the 2020-2024 Vocational Education RENSTRA (Strategic Plan)</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the Vocational Education Paradigm</li> <li>2. Explain the goals and objectives of vocational education</li> </ol>	<p>Vocational Education Strategic Plan 2020-2024</p> <ol style="list-style-type: none"> <li>1. Vocational education paradigm</li> <li>2. Vocational education goals and objectives</li> <li>3. Vocational education policy direction</li> </ol>	Online Lectures	100 minutes	Structured Assignments : Vocational Education Strategic Plan 2020-2024	; 4; 6; 7; 9; 10; 11; 14; 15.

	3. Explain the direction of vocational education policy					
6	<p><b>Sub-CLO:</b> Analyze curriculum planning and framework</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the basic concepts of curriculum</li> <li>2. Explain the Conceptual Basis of Curriculum Planning and Development</li> <li>3. Analyze the characteristics of the vocational education curriculum</li> <li>4. Develop technology and vocational curricula</li> </ol>	<p>Vocational Education curriculum planning and framework</p> <ol style="list-style-type: none"> <li>1. Basic Concepts of Curriculum</li> <li>2. Conceptual Foundation for Curriculum Planning and Development</li> <li>3. Legal foundation</li> <li>4. Philosophy foundation</li> <li>5. Sociology foundation</li> <li>6. Psychological foundation</li> <li>7. Characteristics of the Vocational Education curriculum</li> </ol>	Online Lectures	100 minutes	Structured Assignments : Vocational Education curriculum planning and framework	; 4; 6; 7; 9; 10; 11; 14; 15.

7	<p><b>Sub-CLO:</b> Explain the development of the SMK (Vocational Senior High School) curriculum in Indonesia</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the curriculum 1984</li> <li>2. Explain the curriculum 1994</li> <li>3. Explain the curriculum 2004</li> <li>4. Explain the curriculum 2013</li> </ol>	<p>The development of the SMK curriculum in Indonesia</p> <ol style="list-style-type: none"> <li>1. The curriculum 1984</li> <li>2. The curriculum 1994</li> <li>3. The curriculum 2004</li> <li>4. The curriculum 2013</li> </ol>	Online Lectures	100 minutes	Structured Assignments : The development of the SMK curriculum in Indonesia	; 4; 6; 7; 9; 10; 11; 14; 15.
8	Mid-Term Exam					
9	<p><b>Sub-CLO:</b> Analyze the learning model in Technology and Vocational Education (TVE)</p> <p><b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Analyze the principles of competency-based learning</li> <li>2. Analyze the contextual learning model</li> <li>3. Analyze the thematic learning model</li> </ol>	<p>Learning model in TVE</p> <ol style="list-style-type: none"> <li>1. Competency-based learning principles</li> <li>2. Contextual learning model</li> <li>3. Thematic learning model</li> <li>4. Discovery learning learning model</li> </ol>	Online Lectures	100 minutes	Structured Assignments : Learning model in PTK	; 4; 6; 7; 9; 10; 11; 14; 15.



	<ul style="list-style-type: none"> <li>4. Analyze the discovery learning model</li> <li>5. Analyze the discovery learning model</li> <li>6. Analyze the problem-based learning model</li> <li>7. Analyze the project-based learning model</li> </ul>	<ul style="list-style-type: none"> <li>5. Discovery learning learning model</li> <li>6. Problem based learning model</li> <li>7. Project-based learning model</li> </ul>				
10	<p><b>Sub-CLO:</b> Explain learning in TVE</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>1. Explain various learning models in technology and vocational education</li> <li>2. Explain campus-based learning strategies.</li> <li>3. Explain learning strategies with multi exit multi entry</li> <li>4. Explain the nature of work-based learning</li> </ul>	<p>Learning model in TVE</p> <ul style="list-style-type: none"> <li>1. Overview of various learning models in technology and vocational education in Indonesia.</li> <li>2. Campus-based learning strategy</li> <li>3. Learning strategy with multi exit multi entry</li> <li>4. The essence of work-based learning</li> </ul>	Online Lectures	100 minutes	Structured Assignments : Learning model in TVE	; 3; 4; 6; 8; 9; 10; 11; 14; 15

11	<p><b>Sub-CLO:</b> Understand the relationship between TVE and the Business World and the industrial world</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. explain the relationship between TVE and the Business World.</li> <li>2. Explain the relationship between TVE and the industrial world</li> </ol>	The relationship between TVE and the business world and the industrial world	Online Lectures	100 minutes	Structured Assignments : The relationship between TVE and the business world and the industrial world	; 3; 4; 6; 8; 9; 10; 11; 14; 15
12	<p><b>Sub-CLO:</b> Explain the concept of education and training</p> <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of education</li> <li>2. Explain the concept of training</li> </ol>	Education and training concept Various TVE training development processes by the PSMK directorate	Online Lectures	100 minutes	Structured Assignments : Education and training concept	; 3; 4; 6; 8; 9; 10; 11; 14; 15
13	<p><b>Sub-CLO:</b> Explain employment in the context of technology and vocational education</p> <p><b>Indicators:</b></p>	Employment in the context of Technology and Vocational Education	Online Lectures	100 minutes	Structured Assignments : Employment in the	; 3; 4; 6; 8; 9; 10; 11; 14; 15

	<p>1.Explain the definition of labor</p> <p>2.Describe the quality of the workforce</p>	<p>1.Labor</p> <p>2.Labor quality</p>			context of Technology and Vocational Education	
14	<p><b>Sub-CLO:</b></p> <p>Understanding career development in technology and vocational education</p> <p><b>Indicators:</b></p> <p>1. Describe the nature of vocational development</p> <p>2. Explain the choice of occupation</p> <p>3. Explain the factors that influence career development</p> <p>4. Describe individual career success.</p>	<p>Career Development in Technology and Vocational education</p> <p>1. Describe the nature of vocational development</p> <p>2. occupation selection</p> <p>3. factors affecting career development</p> <p>4. individual career success.</p>	Online Lectures	100 minutes	Structured Assignments : Career Development in Technology and Vocational education	; 3; 4; 6; 8; 9; 10; 11; 14; 15
15	<p><b>Sub-CLO:</b></p> <p>Understanding Technology and Vocational Education in several Countries</p> <p><b>Indicators:</b></p>	<p>TVE in different countries:</p> <p>1. Dual system vocational education in Germany</p>	Online Lectures		Structured Assignments : TVE in different countries:	1; 3; 4; 6; 8; 9; 10; 11; 14; 15

	<ol style="list-style-type: none"> <li>1. Analyze vocational education in Germany</li> <li>2. Explain the implementation of the dual system in Germany</li> <li>3. Explain the Vocational Curriculum in the United States</li> <li>4. Explain the vocational curriculum in Australia.</li> </ol>	<ol style="list-style-type: none"> <li>2. Dual system implementation in Germany</li> <li>3. Vocational curriculum in the United States</li> <li>4. Australian Vocational Curriculum</li> </ol>				
16	Semester Final Exam					

## 6. References

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3. Charles M. R (2018) *Instructional Theoris in Action: Lesson Illustrating Selected Theories and Models*. New York: Routledge
4. Dennis Sale (2020) *Creative Teachers: Seld- Directed Learners*. Singapore: Spinger Nature Singapore Pte Ltd
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6. Howard R.D. Gordon (2020) *The History and Growth of Career and Technical Education in America*. United States of America: Waveland Press, Inc
7. Lismina (2017) Curriculum development. Sidoarjo: Uwais Inspirasi Indonesia
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10. Government Regulation No. 57 of 2021 concerning National Education Standards
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15. William J. Rothwell etc (2011) *Competency- Based Training Basics*. American Society for Training and Development