

Short Course Description	School curriculum courses examine the basic concepts of the educational curriculum, educational curriculum development, curriculum evaluation, the history of the development of the social studies education curriculum from 1975 to the 2013 curriculum and the independent curriculum. The practical aspect of school curriculum courses is compiling school operational curriculum documents						
References	Main :		<ol style="list-style-type: none"> 1. Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education . London: Earthscan 2. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah sanawiyah (SMP/Mts) Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) . Jakarta: Kemendikbud 3. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Buku Guru Ilmu Pengetahuan Sosial . Jakarta: Kemendikbud 4. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 5. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016. Standar Proses Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 6. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016. Standar Penilaian Pendidikan . Jakarta: Kemendikbud 7. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 8. Kementerian Pendidikan Dan Kebudayaan Jakarta, 2016. Kompetensi Inti Dan Kompetensi Dasar Sekolah Menengah Pertama/Madrasah Tsanawiyah (Smp/Mts) . Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) 9. Sutmaadmadja , N, 2005. MetodologiPengajaranIPS , . Jakarta: BumiAksara 				
	Supporters:						
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dr. Wiwik Sri Utami, M.P.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyze the basic concepts of the educational curriculum	<ol style="list-style-type: none"> 1. Analyzing the definition of educational curriculum 2. Analyzing educational curriculum components 	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Response to cooperative learning, Problem Based Learning (PBL) review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Definition and components of the educational curriculum References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
2	Analyzing educational curriculum development	<ol style="list-style-type: none"> 1. Analyze the objectives of educational curriculum development 2. Analyze the principles of educational curriculum development 	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Goals and principles of educational curriculum development Reference: <i>Sutmaadmadja, N, 2005. IPS Teaching Methodology, . Jakarta: BumiAksara</i>	5%
3	Analyzing educational curriculum development	<ol style="list-style-type: none"> 1. Analyzing the basis for developing educational curricula 2. Analyzing educational curriculum development models 	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Foundations and models for educational curriculum development References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%

4	Analyzing the CIPP model of educational curriculum evaluation	Analyzing the CIPP model of educational curriculum evaluation	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: CIPP Model References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
5	Analyzing the history of the development of the social studies education curriculum	1. Analyzing the history of the development of the social studies education curriculum during the New Order 2. Analyze the history of the development of the social studies education curriculum during the reform era	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Response to cooperative learning problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: History of the development of the social studies education curriculum in Indonesia. Reference: <i>Sutmaadmadja, N, 2005. IPS teaching methodology, . Jakarta: BumiAksara</i>	5%
6	Analyzing the social studies education curriculum integration model	1. Analyzing Fragmented models 2. Analyzing the Connected model 3. Analyzing Nested models	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Social studies education curriculum integration model References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
7	Analyzing the social studies education curriculum integration model	1. Analyzing Webbed models (Spider Webs) 2. Analyzing Shared (Slice) models	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Social studies education curriculum integration model References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
8	With UTS, students are able to critically reflect on school curriculum concepts	Understand the theoretical aspects of the educational curriculum	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Test	Written test 2 X 50	Written test 1 x 60	Material: Knowledge competency Library:	0%

9	Prepare document 1 of the school operational curriculum	Produce document 1 school operational curriculum	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment Cooperative learning project learning compiling document 1 school operational curriculum 2 X 50	Independent learning assignment document review 1 school operational curriculum 1 x 60	<p>Material: Document 1 school operational curriculum</p> <p>Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i></p>	10%
10	Prepare document 1 of the school operational curriculum	Produce document 1 school operational curriculum	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment Cooperative learning project-based learning compiling document 1 school operational curriculum 2 X 50	Independent learning assignment document review 1 school operational curriculum 1 x 60	<p>Material: Document 1 school operational curriculum</p> <p>Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i></p>	10%
11	Prepare 2 school operational curriculum documents	Produce 2 school operational curriculum documents	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment Cooperative learning project-based learning prepares 2 X 50 school operational curriculum documents	Independent learning assignment document review 2 school operational curriculum 1 x 60	<p>Material: Document 2 school operational curriculum</p> <p>Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i></p>	10%
12	Prepare 2 school operational curriculum documents	Produce 2 school operational curriculum documents	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment Cooperative learning project-based learning prepares 2 X 50 school operational curriculum documents	Independent learning assignment document review 2 school operational curriculum 1 x 60	<p>Material: Document 2 school operational curriculum</p> <p>Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i></p>	10%
13	Prepare 3 school operational curriculum documents	Produce documents for 3 school operational curricula for odd and even semesters	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment Cooperative learning project-based learning prepares 3 school operational curriculum documents 2 X 50	Independent learning assignment document review 3 school operational curriculum 1 x 60	<p>Material: Document 3 school operational curriculum</p> <p>Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i></p>	10%

14	Prepare 3 school operational curriculum documents	Produce documents for 3 school operational curricula for odd and even semesters	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Assignment Cooperative learning project-based learning prepares 3 school operational curriculum documents 2 X 50	Independent learning assignment document review 3 school operational curriculum 1 x 60	Material: Document 3 school operational curriculum Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i>	10%
15	Prepare 3 school operational curriculum documents	Produce documents for 3 school operational curricula for odd and even semesters	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Assignment Cooperative learning project-based learning prepares 3 school operational curriculum documents 2 X 50	Independent learning assignment document review 3 school operational curriculum 1 x 60	Material: Document 3 school operational curriculum Reference: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Junior High Schools/Madrasah Tsanawiyah (Smp/Mts). Social Sciences Subjects (IPS)</i>	5%
16	With UAS students are able to carry out critical praxis of the school curriculum	Master the practical aspects of preparing school operational curricula	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Test	WRITTEN TEST 2 x 50	WRITTEN TEST 1 X 60	Material: Knowledge competency Library:	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

