



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Biology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Curriculum Evaluation and Development	8420502094		T=2 P=0 ECTS=3.18	6	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Dr. Rinie Pratiwi Puspitawati, M.Si.		
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course examines (a) the concept of curriculum, namely the meaning of curriculum, curriculum as substance, curriculum as system, and curriculum as a field of study, curriculum theory, history of curriculum development in Indonesia, functions, objectives and components of the curriculum; (b) curriculum evaluation which includes the meaning, role & importance, aspects of curriculum evaluation, principles, strategies and procedures for curriculum evaluation as well as curriculum evaluation models; (3) Curriculum development with a focus on understanding, foundations, principles, theories and stages of curriculum development. Lectures are conducted using theory and assignments.						
	References	Main : 1. Mrunalini, Talla. Curriculum Development: Perspective, Principles & Issues. New Delhi: Pearson Education India 2. Taba, Hilda. 1991. Curriculum Development: theory and Practice . New York: Harcourt Brace. 3. Wiles, John W. 2011. Leading Curriculum Development. California: Corwin Press 4. Wiley, John W. Joseph C. Bondi. 2015. Curriculum Development: A Guide to Practice . Pearson Education Supporters:					
Supporting lecturer	MUSLIMIN IBRAHIM Dr. Wisanti, M.S. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Sifak Indana, M.Pd. Dr. Pramita Yakub, S.Pd., M.Pd.						
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	Have insight into curriculum concepts and curriculum developments from time to time	<ol style="list-style-type: none"> 1.Explain the meaning of curriculum 2.Explains the concept of curriculum as substance, system and field of study 3.Explaining Curriculum Theory 		Presentation and discussion 2 X 50			0%
2	Have insight into curriculum concepts and curriculum developments from time to time	<ol style="list-style-type: none"> 1.Comparing the differences in emphasis of the School Curriculum Development Planning in Indonesia 2.Explaining the Functions and Objectives of the Curriculum 		Presentation and discussion 2 X 50			0%
3	Have insight into the curriculum	Explain the components of the Curriculum		Discussion, Presentation, Question and Answer 2 X 50			0%
4	Have insight into the concept of curriculum evaluation	<ol style="list-style-type: none"> 1.Explain the meaning of curriculum evaluation 2.Identifying the importance and role of curriculum evaluation 3.Analyzing problems in curriculum evaluation 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
5	Understand curriculum evaluation models	<ol style="list-style-type: none"> 1.Describe the curriculum evaluation model 2.Explain the principles of curriculum evaluation 3.Provide examples of the application of curriculum evaluation principles 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
6	Understand the factors that influence curriculum change	<ol style="list-style-type: none"> 1.Explain the factors that influence curriculum changes 2.Describe the changes in the curriculum in Indonesia 3.Provide examples of documents for each curriculum change in Indonesia 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%

7	Understand the factors that influence curriculum change	<ol style="list-style-type: none"> 1.Explain the factors that influence curriculum changes 2.Describe the changes in the curriculum in Indonesia 3.Provide examples of documents for each curriculum change in Indonesia 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
8	Midterm Exam (Material for meetings 1 to 7)			2 X 50			0%
9	Understand curriculum development models	<ol style="list-style-type: none"> 1. Describe curriculum development models 2. Give examples of curriculum development models 3. Design curriculum development models 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
10	Understand curriculum development models	<ol style="list-style-type: none"> 1. Describe curriculum development models 2. Give examples of curriculum development models 3. Design curriculum development models 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
11	Understand curriculum development models	<ol style="list-style-type: none"> 1. Describe curriculum development models 2. Give examples of curriculum development models 3. Design curriculum development models 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
12	Understand curriculum development models	<ol style="list-style-type: none"> 1. Describe curriculum development models 2. Give examples of curriculum development models 3. Design curriculum development models 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
13	Understand the steps in curriculum development	<ol style="list-style-type: none"> 1.Explain the steps in developing curriculum 2.Designing assessment development steps in the curriculum 3.Designing steps to develop learning implementation 	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%

14	Understand the steps in curriculum development	1.Explain the steps in developing curriculum 2.Designing assessment development steps in the curriculum 3.Designing steps to develop learning implementation	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
15	Understand the steps in curriculum development	1.Explain the steps in developing curriculum 2.Designing assessment development steps in the curriculum 3.Designing steps to develop learning implementation	Criteria: Attached	Discussion, Presentation, Question and Answer 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. 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.
- 7. Forms of assessment:** test and non-test.
- 8. 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.
- 9. 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.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. 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%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**