



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										
Study the School Curriculum	8420503251	Education	T=3	P=0	ECTS=4.77	4	April 27, 2023										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
	Dr. Rinie Pratiwi Puspitawati, M.Si.		Dr. Rinie Pratiwi Puspitawati, M.Si.			Dr. Rinie Pratiwi Puspitawati, M.Si.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	STUDY ON the meaning of curriculum, development of the school biology curriculum, curriculum analysis which includes analysis of tasks and materials, formulation of objectives and indicators of achievement, essential concepts and their learning, misconceptions and coping strategies using ICT. This course is presented in the form of theory and assignments.																
References	Main :																
	<ol style="list-style-type: none"> Direktorat Pembinaan SMP Depdiknas. 2009. Perkembangan Kurikulum SMP. Struktur Program, Proses Pembelajaran, dan Sistem Penilaian Sejak Jaman Penjajahan sampai dengan Era Reformasi . Jakarta: Direktorat Pembinaan SMP Depdiknas. Flick LB, Lederman NG. 2006. Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education . Dordrecht Netherland: Springer. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century . Australia: Allen & Unwin. Kemendikbud. 2013. Pengembangan Kurikulum 2013 . Jakarta: Kementrian Pendidikan dan Kebudayaan. Mendikbud. 2019. Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran . Jakarta: Kemendikbud RI. Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences . Hongkong: Asia Society, Partnership for Global Learning. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book . McGraw-Hi Dokumen terkait kurikulum yang berlaku: a. Peraturan Pemerintah No 32 tahun 2013 tentang perubahan peraturan pemerintah no 19 tahun 2005 tentang Standar Nasional Pendidikan b. Permediknas RI Nomor 22 tahun 2006 tentang Standar Isi c. Permediknas RI Nomor 23 tahun 2006 tentang Standar Kompetensi Lulusan d. Permediknas RI Nomor 41 tahun 2007 tentang Standar Proses e. Permediknas RI Nomor 20 tahun 2007 tentang Standar Penilaian f. Permendikbud RI Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah g. Permendikbud RI Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah h. Permendikbud RI Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah i. Permendikbud RI Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah j. Permendikbud RI Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah k. Permendikbud RI No. 81A Tahun 2013 tentang Implementasi Kurikulum Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku Buku-buku IPA untuk SMP/MTs, SMA/MA, dan SMK. 																
	Supporters:																
Supporting lecturer	Dr. Wisanti, M.S. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Widowati Budjastuti, M.Si. Dr. Sifak Indana, M.Pd. Ahmad Bashri, S.Pd., M.Si.																

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	Describe the meaning and form of curriculum	1. Comparing the meaning of curriculum from various sources 2. Formulating an operational definition of curriculum 3. Identifying the form of a curriculum document.	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30%	Presentation and discussion about the curriculum and the 3 X 50 curriculum document form			0%
2	Analyze the philosophical foundations and learning approaches in curriculum development	1. Identify the philosophical/theoretical basis of the curriculum starting from content/objective based curriculum (K-84, K-94) and KBK (KTSP, and K-13) 2. Identify the types of learning approaches and methods recommended in the curriculum policy document	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Presentation and discussion about the philosophical foundations of the curriculum and types of approaches – 3 X 50 learning methods			0%
3	Analyze the basic differences between content/objective based curriculum and Competency Based Curriculum (KBK), as well as their implications for teaching and learning activities	1. Analyze the differences between content/objective based curriculum and Competency Based Curriculum 2. Describe the differences in teaching and learning activities in content/objective based curriculum and Competency Based Curriculum	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Presentation and discussion about the differences between content/objective based curriculum and KBK and its implications for 3 X 50 learning			0%

4	Analyzing paradigm changes, curriculum policy documents, learning approaches and assessment systems from KTSP to the 2013 Curriculum	1. Identifying the paradigm shift from KTSP to K-13 2. Identifying changes in KTSP to K-13 curriculum policy documents 3. Comparing the learning approaches suggested by KTSP and K-13 in science 4. Comparing the KTSP and K-13 learning assessment systems	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	group discussion 3 X 50			0%
5	Describe the relationship between SKL, Content Standards, KI, KD and competency achievement indicators in the 2013 Curriculum	1. Describe the relationship between SKL, Content Standards, KI and KD 2. Describe the relationship between KI, KD and Indicators 3. Describe KD as an indicator of competency achievement	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Group discussion Assignment 3 X 50			0%
6	Describe the nature of the scientific approach in learning biology	1. Explain the principles of the scientific approach 2. Explain the relationship between the scientific approach and scientific methods, scientific attitudes and scientific skills 3. Identify appropriate learning methods for implementing the scientific approach in biology learning 4. Explain the meaning of biology learning 5. Find examples of learning plans that implement scientific learning	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Group discussion Assignment 3 X 50			0%

7	Skilled in compiling indicators of achieving essential competencies	1. Determine related KDs from KI-1, KI-2, KI-3, and KI-4 2. Develop indicators for each KD	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	Group discussion Assignment 3 X 50			0%
8	U.S.S		Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50			0%
9	Skilled in developing biology subject syllabus	1. Skilled in compiling a syllabus according to the criteria in the standard process 2. Skilled in explaining the results of syllabus preparation orally	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50 Assignment Discussion			0%

10	Skilled in preparing learning objectives based on competency achievement indicators	Skilled in formulating learning objectives that contain complete elements	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50 Assignment Discussion			0%
11	Skilled in determining learning methods or models in compiling learning steps	1. Skilled in determining learning methods/models according to learning design principles 2. Skilled in arranging operational learning steps according to the scientific approach and chosen method/model	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50 Assignment Discussion			0%
12	Skilled in developing learning implementation plans (RPP) for biology subjects according to process standards	Skilled in preparing RPPs with a minimum format following Process Standards	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50 Assignment Discussion			0%

13	Skilled in compiling complete lesson plans in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topics/KD 2. Skilled in compiling assessment instruments according to indicators	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	discussion assignment 3 X 50			0%
14	Skilled in compiling complete lesson plans in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topics/KD 2. Skilled in compiling assessment instruments according to indicators	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	discussion assignment 3 X 50			0%
15	Skilled in analyzing and evaluating learning designs based on the principle of the three-anchor linkage (objective-method-evaluation)	1. Skilled in analyzing RPPs from the aspect of the relationship between objectives, methods and evaluation 2. Skilled in assessing RPPs using the RPP assessment rubric	Criteria: 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	3 X 50 Assignment Discussion			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.