	Universitas Negeri Surabaya **Faculty of Economics and Business** **Bachelor of Commerce Education Study Program**					**Document Code**
	SEMESTER LEARNING PLAN					

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
School Curriculum		8721102120		**T=2**	**P=0**	**ECTS=3.18**	3	July 19, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**	**Study Program Coordinator**
		....		....	Dr. Tri Sudarwanto, S.Pd., MSM.

Learning model	**Project Based Learning**

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 of the meaning of curriculum, development of the school curriculum, adaptation of the latest curriculum to curriculum implementation in schools, curriculum analysis which includes task and material analysis, formulation of goals and indicators of achievement and accommodating inclusive education, essential concepts and learning, misconceptions and coping strategies by utilizing ICT.

References	**Main :**

1. Goos, M., Stillman, G., Vale, C. 2007.Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century. Australia: Allen & Unwin.
2. Hamdani, Hamid. 2012. Pengembangan Kurikulum Pendidikan. Bandung: Pustaka Setia
3. Ibrahim, dkk. 2013. Kurikulum Dan Pembelajaran. Jakarta: Rajarafindo Persada
4. Sukmadinata, Nana Syaodih. 2013. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya
5. Yee, Lee Peng. 2006.Teaching Secondary School Mathematics a Resource Book. McGraw-Hill.
6. Dokumen kurikulum yang berlaku dan kurikulum-kurikulum sebelumnya.
7. Buku Guru dan Buku Siswa SMP dan SMA dan yang sederajat Pelajaran Matematika dan IPA
8. Buku-buku Matematika dan IPA untuk SMP/MTs, SMA/MA, dan SMK
9. Buku lain, jurnal, dan sebagainya yang relevan

Supporters:

Supporting lecturer	Drs. Saino, M.Pd. Septyan Budy Cahya, 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	Able to examine the curriculum and the scope of the curriculum	1. Examining the meaning of curriculum 2. Examine the scope of the curriculum	**Criteria:** 1. Full marks are obtained if you do all the questions correctly 2. Written: maximum 100%	Student-centered (Student centered approach) with learning methods: Lectures, questions and answers, and assignments. Learning model: Problem Based Learning 6 X 50			0%
2							0%
3	Able to review the development of the school curriculum	Examining the development of the school curriculum	**Criteria:** 1. Full marks are obtained if you do all the questions correctly 2. Written: maximum 100%	Student centered approach (Student centered approach) with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based Learning 6 X 50			0%
4							0%
5	Able to analyze the curriculum	Analyzing the curriculum Able to analyze the 2006, 2013 curriculum and the national curriculum	**Criteria:** Full marks are obtained if you do all the questions correctly	Student-centered approach with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based Learning 9 X 50			0%
6							0%
7							0%
8	UTS			2 X 45			0%
9	Able to formulate curriculum objectives and indicators of achievement	Formulate objectives and indicators of curriculum achievement	**Criteria:** Full marks are obtained if you do all the questions correctly	Student-centered (Student centered approach) with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based 6 X 50			0%
10							0%

11	Able to examine essential concepts and their learning	Examining essential concepts and learning	**Criteria:** 1. Full marks are obtained if you do all the questions correctly 2. Written: maximum 100%	Student-centered approach with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based Learning 6 X 50			0%
12							0%
13	Able to examine misconceptions and overcoming strategies by utilizing ICT.	Examining misconceptions and overcoming strategies by utilizing ICT.	**Criteria:** Full marks are obtained if you do all the questions correctly!	Student-centered (Student centered approach) with learning methods: discussion, questions and answers, and assignments. Learning model: Problem Based Learning 9 X 50			0%
14							0%
15							0%
16	UAS			2 X 45			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** 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.
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.