	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Bachelor of Chinese Language Education Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
SCHOOL CURRICULUM		8820802157			**T=2**	**P=0**	**ECTS=3.18**	4	July 16, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**				**Study Program Coordinator**	
		....		....				Miftachul Amri, M.Pd., M.Ed., Ph.D.	

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	Discussion of (1) Basic concepts of curriculum; 2) Functions of Curriculum, Curriculum components; (3) Basic concepts of textbooks; The methods used are lectures, discussions, presentations and problem-based.

References	**Main :**
	1. Reni Akbar Hawadi, dkk. 2001. Kurikulum Berdiferensiasi . Jakarta: Grasindo 2. Dick, Walter and Lou Carey. 2005. The Systematic Design of Instructional (third edition) . USA: Harper Collins Publishers 3. Gafur, Abdul. 1982. Disain Instruksional . Suatu Langkah Sistematis Penyusunan Pola Dasar Kegiatan Belajar Mengajar 4. Ibrahim, Abd. Syukur, dkk. 1987. Telaah Kurikulum 1984. : Sebuah Pengantar . Surabaya: Usaha Nasional 5. Tarigan, Henry Guntur. 1989. Telaah Buku Teks .
	Supporters:

Supporting lecturer	Prof. Dr. Subandi, S.Pd., M.A. Hans Yosef Tandra Dasion, B.Ed., M.TCFL.

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	Understanding the Basic Concepts of the CurriculumUnderstanding of the Curriculum:Basic ideasVarious meaningsTwo groups of meanings	Explaining the Basic Concepts of Curriculum Understanding Curriculum: Basic ideas Various meanings Two groups of meanings	**Criteria:** 1. 4: correct description 2. 3: the description is generally correct, there is one aspect where the explanation is incorrect 3. 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4. 1: the description is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%
2	Understanding the Basic Concepts of the CurriculumUnderstanding of the Curriculum:Basic ideasVarious meaningsTwo groups of meanings	Explaining the Basic Concepts of Curriculum Understanding Curriculum: Basic ideas Various meanings Two groups of meanings	**Criteria:** 1. 4: correct description 2. 3: the description is generally correct, there is one aspect where the explanation is incorrect 3. 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4. 1: the description is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%

3	Utilizing science and technology as a tool to solve problems related to the function of the curriculum Applying the results of studies on the function of the Curriculum Components: Objectives/Competencies Content/Material Organization/Strategy	Explain the function of the curriculum for schools, school levels, and consumers/society	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%
4	Utilizing science and technology as a tool to solve problems related to the function of the curriculum Applying the results of studies on the function of the Curriculum Components: Objectives/Competencies Content/Material Organization/Strategy	Explain the function of the curriculum for schools, school levels, and consumers/society	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%
5	Utilizing science and technology as a tool to help understand the basic concepts of the curriculum. Mastering the concepts of development and change	Explain the basic concepts of the curriculum	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Discussion of Basic Curriculum ConceptsCurriculum Changes, Development and DevelopmentCurriculum ChangesCurriculum Development in IndonesiaCurriculum Development 2 X 50			5%

6	Utilizing science and technology as a tool to help understand the basic concepts of the curriculum. Mastering the concepts of development and change	Explain the basic concepts of the curriculum	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Discussion of Basic Curriculum ConceptsCurriculum Changes, Development and DevelopmentCurriculum ChangesCurriculum Development in IndonesiaCurriculum Development 2 X 50			5%
7	Utilizing science and technology as a tool to help understand the basic concepts of textbooks. Identifying good textbooks	Explains the basic concepts of the textbook	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%
8	UTS	UTS	**Criteria:** UTS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	UTS 2 X 50			12%
9	Utilizing science and technology as a tool to help understand the basic concepts of textbooks. Identifying good textbooks	Explains the basic concepts of the textbook	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Discussion and presentation 2 X 50			5%
10	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1.Explain textbook assessment 2.Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Product assessment 2 X 50			5%

11	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1.Explain textbook assessment 2.Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Product assessment 2 X 50			5%
12	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1.Explain textbook assessment 2.Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Product assessment 2 X 50			6%
13	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1.Explain textbook assessment 2.Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Product assessment 2 X 50			6%
14	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1.Explain textbook assessment 2.Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Product assessment 2 X 50			5%

15	Understand the basic concepts of textbooks. Textbook assessment. Identify the appropriateness of content, graphics and language	1. Explain textbook assessment 2. Explain the appropriateness of content, graphics and language	**Criteria:** 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Product assessment 2 X 50			5%
16	UAS	UAS	**Criteria:** UAS **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	UAS 2 X 50			16%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18%
2.	Project Results Assessment / Product Assessment	22%
3.	Portfolio Assessment	22%
4.	Practical Assessment	10%
5.	Practice / Performance	22%
6.	Test	6%
		100%

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.