							Document Code
	Universitas Negeri Surabaya **Faculty of Engineering** **, Undergraduate Culinary Education Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Course Curriculum Development		8321102150				T=2	P=0	ECTS=3.18	5	July 18, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**				**Study Program Coordinator**	
		....			....				Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

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	This course relates to understanding of; 1) Education and training (understanding, objectives, functions and benefits); 2) Models and methods for planning education and training programs; 3) Principles of training curriculum development; 4) Curriculum development procedures; 5) Development of objectives, materials, learning processes, teaching materials and media and training assessment based on student characteristics; 6) Practice preparing a training curriculum.

References	**Main :**
	1. Dokumen kurikulum SMK yang berlaku 2. Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku 3. Buku-buku Bidang Studi Tata Boga untuk SMK 4. 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. 5. Hamalik, Oemar. 2014. Kurikulum danPembelajaran. Jakarta: Bumi Aksara
	Supporters:

Supporting lecturer	Dra. Lucia Tri Pangesthi, M.Pd. Nugrahani Astuti, 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	Lecture orientation and understanding of basic curriculum concepts	1. Explain the meaning of curriculum 2. Detailing the function of the curriculum 3. Formulate the role of the curriculum 4. Showing curriculum developments in Indonesia	**Criteria:** 1. No. Indicator Score Criteria 2. 1 Planning 3. (max score: 2) 4. 2 Implementation 5. (max score: 5) 6. 3 Reports 7. (max score: 3) 8. Total 10	Online learning, questions and answers, discussions 2 X 50			0%

2	Understand basic curriculum concepts	1.Explain the meaning of curriculum 2.Detailing the function of the curriculum 3.Formulate the role of the curriculum 4.Showing curriculum developments in Indonesia	**Criteria:** Maximum score 10	Online learning, questions and answers, discussions 2 X 50			0%
3	Understand the curriculum development framework	Explain the philosophical basis for curriculum development Explain the psychopedagogical basis for curriculum development Explain the sociological basis for curriculum development Explain the theoretical basis for curriculum development Explain the juridical basis for curriculum development	**Criteria:** Maximum score 100	Online learning, questions and answers, discussions 2 X 50			0%
4	Understand the basic concepts of the 2013 national curriculum	Explaining the meaning of the 2013 national curriculum. Developing rationale for the development of the 2013 national curriculum. Categorizing the characteristics of the 2013 national curriculum. Detailing the objectives of the 2013 national curriculum. Detailing the weaknesses and strengths of the 2013 national curriculum.	**Criteria:** Maximum score 100	Online learning, questions and answers, discussions 2 X 50			0%
5	Explain the components of curriculum development	Objective componentsContent/lesson material componentsMethod/strategy componentsEvaluation components	**Criteria:** Maximum score 100	Online learning, discussions, questions and answers, presentations 2 X 50			0%
6	Describe the curriculum development and organization model	1.Explain the curriculum development model 2.Explain the curriculum organization	**Criteria:** Maximum score 100	Online learning, questions and answers, discussions, presentations 4 X 50			0%
7							0%
8	UTS		**Criteria:** Maximum score 100	Online learning, collection of answers 2 X 50			0%
9	Review curriculum developments	Mentions the curriculum that has been in effect in Indonesia	**Criteria:** Maximum score 10	Online learning 2 X 50			0%

No							
10	Review curriculum developments	Comparing the 1994 curriculum, 2004/2006 curriculum, 2013 curriculum	**Criteria:** 1.No 2.Aspect 3.Max Score 4.1 5.Planning: 6.Background (exact = 3, imprecise = 2, imprecise = 1) 7.Problem formulation (exact = 3, inaccurate = 2, incorrect = 1) 8.6 9.2 10.Implementation: 11.a. Reference collection (complete = 3, incomplete = 2, incomplete = 1) 12.b. Recency of references (up to date = 3, not up to date = 2, not up to date = 1) 13.c. Reference processing (suitable = 1, less suitable = 2, not suitable = 3) 14.d. Conclusion (accurate = 3, inaccurate = 2, inaccurate = 1) 15.12 16.3 17.Results reporting: 18.a. Report systematics (good = 3, poor = 2, not good = 1) 19.b. Use of language (according to the rules = 3, not according to the rules = 2, not according to the rules = 1) 20.c. Writing/spelling (accurate = 3, inaccurate = 2, inaccurate = 3) 21.d. Appearance (attractive = 3, less attractive = 2, not attractive = 1) 22.12 23.Maximum score 24.30	Online Learning 2 X 50			0%
11	Describe the national curriculum	1.Explaining the realm of graduate competency in the national curriculum 2.Explain the relationship between SKL, KI and KD in the Culinary Management subject at vocational school level	**Criteria:** Maximum score 10	Online learning, discussions, questions and answers 2 X 50			0%
12	Describe the national curriculum	Analyzing the suitability of the material in the syllabus in achieving SKL, KI and KD	**Criteria:** Maximum score 10	Online learning, discussions, questions and answers, problem solving 2 X 50			0%
13							0%
14							0%

| 15 | Understanding curriculum evaluation | Explain the meaning of curriculum evaluation. State the objectives of curriculum evaluation. Classify several curriculum evaluation models. Clarify the overview of each curriculum model. Formulate a recommended model | **Criteria:** Maximum score 100 | Online learning, presentations, questions and answers, discussions 2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

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.