



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Study the School Curriculum	8720303327		T=3 P=0 ECTS=4.77	3	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>					P.O																														
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Short Course Description	Study of the meaning of curriculum, development of the school curriculum, curriculum analysis which includes analysis of tasks and materials, formulation of objectives and indicators of achievement, essential concepts and learning, misconceptions and coping strategies using ICT. Lectures are carried out using a system of case study analysis (curriculum, learning, and misconceptions), presentations and discussions, project assignments, and reflection.																																				
	<table border="1" style="width: 100%;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	Main :																																				
	<ol style="list-style-type: none"> 1. Dokumen kurikulum yang berlaku 2. Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku 3. Buku-buku ekonomi untuk SMP/MTs, SMA/MA, dan 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 dan Pembelajaran. Jakarta: Bumi Aksara 																																				
	Supporters:																																				
Supporting lecturer	Prof. Drs. Yoyok Soesatyo, S.H., M.M., Ph.D. Dhiah Fitrayati, S.Pd., M.E. Ni'matush Sholikhah, 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	Analyze the scope of the curriculum	<ol style="list-style-type: none"> 1. Identify curriculum components 2. Explain the meaning of curriculum 3. Analyzing the function of the curriculum 	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	3 X 50 cooperative learning model			0%
2	Describe curriculum development	<ol style="list-style-type: none"> 1. Explain the principles of curriculum development 2. Explain the basis for curriculum development 	Criteria: maximum score 10	3 X 50 cooperative learning model			0%
3	Analyzing curriculum development designs	<ol style="list-style-type: none"> 1. Explain the meaning of curriculum design 2. Explain the principles in designing a curriculum 3. Explaining the subject centered design model 4. Explaining the learned centered design model 5. Explaining the problem based design model 	Criteria: maximum 10	Cooperative learning model 9 X 50			0%
4							0%
5							0%
6	Describe the curriculum development evaluation model	<ol style="list-style-type: none"> 1. Explain the meaning of curriculum development evaluation 2. Explain the importance of curriculum evaluation 3. State the scope of curriculum evaluation 	Criteria: score 10	6 X 50 cooperative learning model			0%
7							0%
8	UTS			3 X 50			0%
9	Review curriculum developments	Mentions the curriculum that has been in effect in Indonesia	Criteria: Maximum score 10	Cooperative learning 3 X 50			0%

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	Cooperative learning 3 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 economics subjects at SMA/MA level	Criteria: Maximum score 10	Cooperative learning 3 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	Cooperative learning 3 X 50			0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.