



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
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School Curriculum	8720302353	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 17, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Retno Mustika Dewi, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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Program Objectives (PO)	
PO - 1	Examining curriculum concepts and instructional design
PO - 2	Analyzing the school curriculum in the field of economic studies
PO - 3	Developing instructional design in economics learning

PLO-PO Matrix					
	<table border="1" style="margin: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>	P.O	PO-1	PO-2	PO-3
P.O					
PO-1					
PO-2					
PO-3					

PO Matrix at the end of each learning stage (Sub-PO)

	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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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.
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References	<p>Main :</p> <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
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Supporters:	1. -
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Supporting lecturer	Dhiah Fitrayati, S.Pd., M.E. Dr. Retno Mustika Dewi, S.Pd., M.Pd. Henri Purwa Pamungkas, S.Pd., M.Pd. Eka Indah Nurlaili, S.Pd., M.Pd.
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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 	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning model Lecture Discussion Questions and answers 3 X 50	-	<p>Material: Definition of curriculum, curriculum components, function of curriculum</p> <p>Reader: <i>Hamalik, Oemar. 2014. Curriculum and Learning. Jakarta: Bumi Literacy</i></p>	2%
2	Describe curriculum development	<ol style="list-style-type: none"> 1. Explain the principles of curriculum development 2. Explain the basis for curriculum development 	<p>Criteria: maximum score 10</p> <p>Form of Assessment : Participatory Activities</p>	Lecture Discussion Questions and answers 3 X 50	-	<p>Material: Principles of curriculum development, Foundations of curriculum development</p> <p>References: <i>Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lessons from The Learning Sciences. Hong Kong: AsiaSociety, Partnership for Global Learning.</i></p>	2%
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 	<p>Criteria: maximum 10</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Approach: student center learning Discussion Questions and answers Task 1: comparing curriculum design in several countries Group presentation 9 X 50	-	<p>Material: Understanding curriculum design, principles in designing a curriculum, Subject centered design model, Learned centered design model, Problem based design model</p> <p>Reader: <i>Hamalik, Oemar. 2014. Curriculum and Learning. Jakarta: Bumi Literacy</i></p>	2%

4	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 	<p>Criteria: maximum 10</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecture Discussion Questions and answers 2nd assignment: create a design paper for learning centered design model 9 X 50 curriculum development	-	<p>Material: Understanding curriculum design, principles in designing a curriculum, Subject centered design model, Learn centered design model, Problem based design model</p> <p>References: <i>Applicable curriculum documents</i></p>	2%
5	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 	<p>Criteria: maximum 10</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning model 9 X 50	-	<p>Material: Understanding curriculum design, principles in designing a curriculum, Subject centered design model, Learn centered design model, Problem based design model</p> <p>References: <i>Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lessons from The Learning Sciences . Hong Kong: AsiaSociety, Partnership for Global Learning.</i></p>	5%
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 	<p>Criteria: score 10</p> <p>Form of Assessment : Participatory Activities</p>	Week 6: Lecture Discussion Questions and answers Task 4: compare several 6 X 50 curriculum development evaluation models	-	<p>Material: understanding of curriculum development evaluation, Priority of curriculum evaluation, Scope of curriculum development evaluation, Curriculum development evaluation model, Components of the CIPP model, Stages of the Provus model, Components of the taxonomy model</p> <p>Reader: <i>Hamalik, Oemar. 2014. Curriculum and Learning. Jakarta: Bumi Literacy</i></p>	5%

7	Describe the curriculum development evaluation model	<p>1.Explain the meaning of curriculum development evaluation</p> <p>2.Explain the importance of curriculum evaluation</p> <p>3.State the scope of curriculum evaluation</p>	<p>Criteria: score 10</p> <p>Form of Assessment : Participatory Activities</p>	<p>Week 7: Lecture Discussion Group presentation related to curriculum development evaluation model Questions and answers 6 X 50</p>	-	<p>Material: understanding of curriculum development evaluation, Priority of curriculum evaluation, Scope of curriculum evaluation, Curriculum development evaluation model, Components of the CIPP model, Stages of the Provus model, Components of the taxonomy model Reader: <i>Hamalik, Oemar. 2014. Curriculum and Learning. Jakarta: Bumi Literacy</i></p>	5%
8	UTS	-	<p>Criteria: -</p> <p>Form of Assessment : Test</p>	- 3 X 50	-	<p>Material: UTS Library: <i>Applicable curriculum documents</i></p>	20%
9	Review curriculum developments	Mentions the curriculum that has been in effect in Indonesia	<p>Criteria: Maximum score 10</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Week 9: Approach: project based learning Group discussion Question and answer Task 5: Observation of the implementation of the 2013 curriculum and the independent learning curriculum in high school Prepare a 3 X 50 observation report</p>	-	<p>Material: Development of the curriculum that has been in force in Indonesia (1945-present), Comparison of the 2013 curriculum and the independent learning curriculum. Reference: <i>Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lessons from The Learning Sciences. Hong Kong: AsiaSociety, Partnership for Global Learning.</i></p>	5%

10	Review curriculum developments	Comparing the 2013 curriculum and the independent learning curriculum	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 10: Group presentation Group discussion Question and answer 3 X 50		<p>Material: Development of the curriculum that has been in force in Indonesia (1945-present), Comparison of the 2013 curriculum and the independent learning curriculum.</p> <p>Literature: <i>Teacher's Books and Student's Books according to the applicable curriculum</i></p>	5%
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11	Describe the national curriculum	1.Mentions the curriculum that has been in effect in Indonesia 2.Comparing the 2013 curriculum and the independent learning curriculum	Criteria: Maximum score 10 Form of Assessment : Project Results Assessment / Product Assessment	Week 11: Group presentation Group discussion Question and answer 3 X 50	-	Material: Development of the curriculum that has been in force in Indonesia (1945-present), Comparison of the 2013 curriculum and the independent learning curriculum. Reader: <i>Hamalik, Oemar. 2014. Curriculum and Learning. Jakarta: Bumi Literacy</i>	5%
12	Describe the national curriculum	Analyzing material suitability through CP ATP reduction	Criteria: Maximum score 10 Form of Assessment : Project Results Assessment / Product Assessment	Week 12-13: Approach: project based learning Group discussion Question and answer Task 6: Analysis of learning outcomes in Economics subjects at SMA/MA level 3 X 50	-	Material: The realm of graduate competency in the national curriculum References: <i>Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences. Hong Kong: AsiaSociety, Partnership for Global Learning.</i>	2%
13	Describe the national curriculum	Analyzing material suitability through CP ATP reduction	Criteria: Maximum score 10 Form of Assessment : Project Results Assessment / Product Assessment	Week 12-13: Approach: project based learning Group discussion Question and answer Task 6: Analysis of learning outcomes in Economics subjects at SMA/MA level 3 X 50	-	Material: The realm of graduate competency in the national curriculum References: <i>Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences. Hong Kong: AsiaSociety, Partnership for Global Learning.</i>	3%
14	Develop instructional analysis	Develop Learning Objectives and Learning Indicators	Criteria: Maximum score 10 Form of Assessment : Project Results Assessment / Product Assessment	Week 14: Approach: project based learning Group discussion Question and answer Task 8: Develop learning objectives and learning indicators	-	Material: Flow of learning objectives References: <i>Applicable curriculum documents</i>	5%
15	Develop instructional analysis	Develop Learning Objectives and Learning Indicators	Criteria: Maximum score 10 Form of Assessment : Project Results Assessment / Product Assessment	Week 15: Question and answer group discussion	-	Material: Flow of learning objectives References: <i>Applicable curriculum documents</i>	2%

16	UAS	UAS	Criteria: UAS Form of Assessment : Project Results Assessment / Product Assessment	UAS	-	Material: UAS Library: <i>Applicable curriculum documents</i>	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	62.5%
3.	Test	20%
		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.