



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program Drama Arts, Dance and Music Education**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Study the Arts and Culture Curriculum	8820903475		T=3	P=0	ECTS=4.77	1	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Dr. Welly Suryandoko, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	The study of the curriculum in Indonesia was carried out through explaining curriculum concepts and presenting operational examples in the form of KTSP. The study activity was carried out by mapping curriculum materials based on competencies in Arts and Culture subjects and ended by reviewing textbooks for Arts and Culture subjects for middle/high schools according to the student's arts field.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Mulyasa, E. 2007. Kurikulum Tingkat Satuan Pendidikan. Bandung: PT Remaja Rosdakarya</li> <li>2. Mulyasa, E. 2006. Kurikulum Yang Disempurnakan, Pengembangan Standar Kompetensi dan Kompetensi Dasar. Jakarta: PT Gramedia Widiasarana Indonesia</li> <li>3. Mulyasa. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT Remaja Rosdakarya</li> <li>4. Mulyadi, Usman, dkk. 1988. Dasar-dasar Pengembangan Kurikulum. Jakarta: Bina Aksara</li> <li>5. Permendikbud No. 20 Tahun 2016 Tentang Standar Kelulusan Pendidikan Dasar dan Menengah</li> <li>6. Permendikbud No. 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah</li> <li>7. Permendikbud No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah</li> <li>8. Permendikbud No. 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pada Kurikulum 2013 Pada Pendidikan Dasar dan Menengah</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	PENI PUSPITO Prof. Dr. Hj. Warih Handyaningrum, M.Pd. Dr. Trisakti, M.Si. Dra. Enie Wahyuning Handayani, M.Si. Raden Roro Maha Kalyana Mita Anggoro, S.Pd., M.Pd.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																

1	Understand the meaning, components and functions of the curriculum	Explain: 1. Understanding Curriculum 2. Identifying curriculum components 3. Identifying curriculum functions	<b>Criteria:</b> Clarity and completeness of answers	Lectures, Questions and Answers, Discussions 3 X 50			0%
2	Understand the history of the curriculum in Indonesia	Explaining the curriculum: 1. 1947 13 Leer Plan (Lesson Plan) 2. 1952 - Outlined Lesson Plan 3. 1964 - Educational Plan 4. 1968 - 1968 Curriculum 5. 1975 - 1975 Curriculum 6. 1984 - 1984 Curriculum 7. 1994 and 1999 - 1994 Curriculum and 1999 Curriculum Supplement 8. 2004 13 Competency Based Curriculum 9. 2006 10. 2013 11. 2013 Revision	<b>Criteria:</b> A coherent summary and precise explanation	Lectures, Questions and Answers, Discussions 6 X 50			0%
3	Understand the history of the curriculum in Indonesia	Explaining the curriculum: 1. 1947 13 Leer Plan (Lesson Plan) 2. 1952 - Outlined Lesson Plan 3. 1964 - Educational Plan 4. 1968 - 1968 Curriculum 5. 1975 - 1975 Curriculum 6. 1984 - 1984 Curriculum 7. 1994 and 1999 - 1994 Curriculum and 1999 Curriculum Supplement 8. 2004 13 Competency Based Curriculum 9. 2006 10. 2013 11. 2013 Revision	<b>Criteria:</b> A coherent summary and precise explanation	Lectures, Questions and Answers, Discussions 6 X 50			0%
4	Understanding National Education Standards	Explains: 1. Infrastructure standards 2. Educational staff standards 3. Financing 4. Management 5. Content standards 6. Graduate standards 7. Process standards 8. Assessment standards	<b>Criteria:</b> 1.1. Clarity of definition of standards 2.2. Accuracy of implementation 3.3. Group collaboration in arguing	Lectures, Questions and Answers, Discussions 6 X 50			0%
5	Understanding National Education Standards	Explains: 1. Infrastructure standards 2. Educational staff standards 3. Financing 4. Management 5. Content standards 6. Graduate standards 7. Process standards 8. Assessment standards	<b>Criteria:</b> 1.1. Clarity of definition of standards 2.2. Accuracy of implementation 3.3. Group collaboration in arguing	Lectures, Questions and Answers, Discussions 6 X 50			0%

6	Understand, study and prepare the Education Unit Level Curriculum (KTSP)	1. Explain the structure 2. Explain the contents of the KTSP 3. Review the KTSP 4. Prepare the KTSP	<b>Criteria:</b> 1.1. Accuracy of studies with Permendikbud 2.2. Accuracy in answering questions 3.3. Group collaboration	Lectures, Questions and Answers, Discussions, Presentations 9 X 50			0%
7	Understand, study and prepare the Education Unit Level Curriculum (KTSP)	1. Explain the structure 2. Explain the contents of the KTSP 3. Review the KTSP 4. Prepare the KTSP	<b>Criteria:</b> 1.1. Accuracy of studies with Permendikbud 2.2. Accuracy in answering questions 3.3. Group collaboration	Lectures, Questions and Answers, Discussions, Presentations 9 X 50			0%
8	Understand, study and prepare the Education Unit Level Curriculum (KTSP)	1. Explain the structure 2. Explain the contents of the KTSP 3. Review the KTSP 4. Prepare the KTSP	<b>Criteria:</b> 1.1. Accuracy of studies with Permendikbud 2.2. Accuracy in answering questions 3.3. Group collaboration	Lectures, Questions and Answers, Discussions, Presentations 9 X 50			0%
9	UTS	UTS	<b>Criteria:</b> Accuracy of answers	UTS 3 X 50			0%
10	Understanding SKL Concepts and 2013 Curriculum Structure	Explains: 1. SKL and Curriculum Structure in Schools 2. SKL Arts and Culture 3. Structure of the Arts and Culture Curriculum	<b>Criteria:</b> Clarity and accuracy of answers.	Lectures, Questions and Answers, Discussions, presentations 6 X 50			0%
11	Understanding SKL Concepts and 2013 Curriculum Structure	Explains: 1. SKL and Curriculum Structure in Schools 2. SKL Arts and Culture 3. Structure of the Arts and Culture Curriculum	<b>Criteria:</b> Clarity and accuracy of answers.	Lectures, Questions and Answers, Discussions, presentations 6 X 50			0%
12	Development of the Arts and Culture Curriculum through developing indicators in KD and mapping of Arts and Culture learning materials	Explains: 1. KI and KD for Arts and Culture 2. Developing Indicators 3. Developing Arts and Culture learning materials	<b>Criteria:</b> 1.1. The choice of KD is right according to the arts field 2.2. Indicator can be measured 3.3. Exact material load according to KD	Lectures, Questions and Answers, Discussions, presentations 6 X 50			0%
13	Development of the Arts and Culture Curriculum through developing indicators in KD and mapping of Arts and Culture learning materials	Explains: 1. KI and KD for Arts and Culture 2. Developing Indicators 3. Developing Arts and Culture learning materials	<b>Criteria:</b> 1.1. The choice of KD is right according to the arts field 2.2. Indicator can be measured 3.3. Exact material load according to KD	Lectures, Questions and Answers, Discussions, presentations 6 X 50			0%
14	Examine the suitability of textbooks with the 2013 curriculum	Explain textbook study instruments and group presentations	<b>Criteria:</b> 1.1. Compatibility of the book with KI and KD 2.2. Depth of Content 3.3. Breadth of Material 4.4. Accuracy of KD with the material	Lectures, Questions and Answers, Discussions, presentations 6 X 50			0%

15	Examine the suitability of textbooks with the 2013 curriculum	Explain textbook study instruments and group presentations	<b>Criteria:</b> 1.1. Compatibility of the book with KI and KD 2.2. Depth of Content 3.3. Breadth of Material 4.4. Accuracy of KD with the material	Lectures, Questions and Answers, Discussions, presentations 6 X 50			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.