



Universitas Negeri Surabaya
Faculty of Economics and Business,
Bachelor of Science in Office Administration Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
SCHOOL CURRICULUM	8721002119	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
	Febrika Yogie Hermanto, S.Pd.,M.Pd	Lifa Farida Panduwinata, S.Pd.,M.Pd.	Brilliant Rosy, 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)	
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PO - 1	Able to demonstrate a responsible attitude towards work in reviewing the development of the school curriculum independently and in groups.
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PO - 2	Able to apply and analyze learning theories and school curriculum learning that applies in Indonesia
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PO - 3	Able to utilize learning resources to solve problems in comprehensive school curriculum learning in accordance with developments in science and technology
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PLO-PO Matrix	
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	<table border="1"> <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)	
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	<table border="1"> <tr> <th rowspan="2">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	This course discusses the school curriculum and its scope, development of the school curriculum, curriculum analysis which includes task and material analysis, formulation of objectives and indicators of achievement, curriculum development design, curriculum development evaluation models, curriculum development in Indonesia, and the national curriculum (independent curriculum).
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References	Main :
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1. Dokumen kurikulum yang berlaku.
2. Savendra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences. Hongkong: Asia Society, Partnership for Global
3. Carlinda Leite. Ana Mouraz & Preciosa Fernandes. 2015. Curriculum Studies: Policies, Perspectives and Practices. [Centre for Research and Intervention in Education
4. The Future Education and skills 2030. OECD publications 2018
5. Rino, 2017. Kurikulum Perencanaan, Implementasi, Evaluasi, Inovasi, dan Riset. Bandung: Alfabeta
6. Sukmadinata, Nana Syaodih. 2019. Pengembangan Kurikulum Teori dan Praktik. Bandung: Remaja Rosdakarya

Supporters:	
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Supporting lecturer	Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M. Durinda Puspasari, S.Pd., M.Pd. Lifa Farida Panduwinata, S.Pd., M.Pd. Triesninda Pahlevi, S.Pd., M.Pd. Febrika Yogie Hermanto, 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	Able to explain the scope of the curriculum	<ol style="list-style-type: none"> 1.Examining the meaning of curriculum 2.Examine the scope of the curriculum 3.Identify curriculum components 4.Analyzing the function of the curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discussing the scope of the curriculum <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions, Questions and Answers and Assignments.</p> <p>Task statement: Curriculum can be defined as an educational program provided to teach students. By taking a curriculum, students can obtain a diploma.</p> <p>Instructions: Discuss with your group members and determine the function of the curriculum as referred to in the statement above! 2 X 50</p>		<p>Material: curriculum components, definition of curriculum, function of curriculum</p> <p>Reader: <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Curriculum Reform and Research in China: A social-historical perspective..., Curriculum and didactics in the 21st century: Still divergent or converging? ..</p> <p>Bibliography: <i>Carlinda Leite, Ana Mouraz & Preciosa Fernandes. 2015. Curriculum Studies: Policies, Perspectives and Practices. [Center for Research and Intervention in Education</i></p>	1%
2	Able to explain the scope of the curriculum	<ol style="list-style-type: none"> 1.Examining the meaning of curriculum 2.Examine the scope of the curriculum 3.Identify curriculum components 4.Analyzing the function of the curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discussing the scope of the curriculum <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions, Questions and Answers and Assignments.</p> <p>Task statement: Curriculum can be defined as an educational program provided to teach students. By taking a curriculum, students can obtain a diploma.</p> <p>Instructions: Discuss with your group members and determine the function of the curriculum as referred to in the statement above! 2 X 50</p>		<p>Material: curriculum components, definition of curriculum, function of curriculum</p> <p>Reader: <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Curriculum Reform and Research in China: A social-historical perspective..., Curriculum and didactics in the 21st century: Still divergent or converging? ...</p> <p>Bibliography: <i>Carlinda Leite, Ana Mouraz & Preciosa Fernandes. 2015. Curriculum Studies: Policies, Perspectives and Practices. [Center for Research and Intervention in Education</i></p>	1%

3	Able to explain current curriculum developments in Indonesia	<ol style="list-style-type: none"> 1.Explains the curriculum that has been in effect in Indonesia 2.Analyzing curriculum development in Indonesia 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discussing curriculum developments Analyzing curriculum developments in Indonesia <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and assignments</p> <p>Assignment: Write a paper on the comparison of the 1994 curriculum, 2004/2006 curriculum, revised 2013/2013 curriculum and the Independent Curriculum 2 X 50</p>		<p>Material: Current curriculum Reference: <i>Current curriculum documents.</i></p> <hr/> <p>Material: curriculum development in Indonesia Reference: <i>Rino, 2017. Curriculum Planning, Implementation, Evaluation, Innovation and Research. Bandung: Alfabeta</i></p> <hr/> <p>Material: Curriculum development in Indonesia Reference: <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p>	2%
4	Able to explain current curriculum developments in Indonesia	<ol style="list-style-type: none"> 1.Explains the curriculum that has been in effect in Indonesia 2.Analyzing curriculum development in Indonesia 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discussing curriculum developments Analyzing curriculum developments in Indonesia <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and assignments</p> <p>Assignment: Write a paper on the comparison of the 1994 curriculum, 2004/2006 curriculum, revised 2013/2013 curriculum and the Independent Curriculum 2 X 50</p>		<p>Material: Current curriculum Reference: <i>Current curriculum documents.</i></p> <hr/> <p>Material: curriculum development in Indonesia Reference: <i>Rino, 2017. Curriculum Planning, Implementation, Evaluation, Innovation and Research. Bandung: Alfabeta</i></p> <hr/> <p>Material: Curriculum development in Indonesia Reference: <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p>	2%
5	Able to describe curriculum development	<ol style="list-style-type: none"> 1.Explain the concept of curriculum development 2.explain the principles of curriculum development 3.analyzing curriculum development approaches 4.Explain the steps in curriculum development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Project form: analyzing scientific journals regarding vocational school curriculum development in the field of Office Administration/OTKP/MPLB expertise <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions and Case Studies</p> <p>Assignment to analyze scientific journals regarding vocational school curriculum development in the field of expertise in Office Administration/OTKP/MPLB 9 X 50</p>		<p>Material: Lesson study and curriculum development Reader: <i>Carlinda Leite. Ana Mouraz & Preciosa Fernandes. 2015. Curriculum Studies: Policies, Perspectives and Practices. [Center for Research and Intervention in Education</i></p> <hr/> <p>Material: Library Curriculum Development : <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p>	2%

6	Able to analyze 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:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discussing designs, principles and various concepts in curriculum design <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions, case studies</p> <p>Assignment: Group discussion to analyze the design of vocational school curriculum development in the field of Office Administration/OTKP/MPLB expertise based on current needs 2 X 50</p>		<p>Material: Curriculum development Reader: <i>Sukmadinata, Nana Syaodih. 2019. Theory and Practice Curriculum Development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: . Bibliography: <i>The Future Education and skills 2030. OECD publications 2018</i></p> <hr/> <p>Material: . Library: <i>Applicable curriculum documents.</i></p>	2%
7	Able to analyze Curriculum implementation	<ol style="list-style-type: none"> 1.Students are able to explain the meaning of curriculum implementation 2.Students are able to explain approaches to curriculum implementation 3.Students are able to identify curriculum implementation models 4.Students are able to analyze the factors that influence curriculum implementation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Assessment rubric 2.Non-test form: Discusses curriculum implementation, approaches and models in curriculum implementation. Analyze the factors that influence curriculum implementation <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions, Case Studies</p> <p>Assignment: Analyze the factors that influence the implementation of the 2 X 50 Curriculum</p>		<p>Material: curriculum implementation Reference: <i>Applicable curriculum documents.</i></p> <hr/> <p>Material: How to Teach 21st century Skills: Nine Lessons from the "Science of Learning" Reference: <i>Savendra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences. Hong Kong: Asia Society, Partnership for Global</i></p> <hr/> <p>Material: Curriculum implementation Reference: <i>Rino, 2017. Curriculum Planning, Implementation, Evaluation, Innovation and Research. Bandung: Alphabeta</i></p>	2%
8	UTS	Do UTS questions correctly	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 45		<p>Material: - Library:</p>	25%

9	Able to explain curriculum development evaluation models	1.explains the meaning of curriculum development evaluation 2.Explain the importance of curriculum evaluation 3.State the scope of curriculum evaluation 4.Identify curriculum evaluation models	Criteria: 1.Assessment rubric 2.Non-test form: Discussing evaluation in curriculum development. Identifying curriculum evaluation models Form of Assessment : Participatory Activities	Lecture, Discussion, Case Study Assignment: Analyze the most effective evaluation model to be used in curriculum evaluation in Indonesia. 2 X 50		Material: Evaluation of Curriculum Development Reference: Rino, 2017. <i>Curriculum Planning, Implementation, Evaluation, Innovation and Research</i> . Bandung: Alfabeta Material: School evaluation and the improvement of curricular processes: which relationship? Bibliography: Carlinda Leite. Ana Mouraz & Preciosa Fernandes. 2015. <i>Curriculum Studies: Policies, Perspectives and Practices</i> . [Center for Research and Intervention in Education	1%
10	Able to examine misconceptions about curriculum implementation and coping strategies	Able to examine misconceptions and coping strategies	Criteria: 1.Assessment rubric 2.Non-test form: Analyzing misconceptions and coping strategies Form of Assessment : Participatory Activities	Lectures, Discussions and Case Studies Assignment: Analyze misconceptions about implementing the 2 X 50 curriculum		Materials: - Library: Applicable curriculum documents.	2%
11	Describe the national curriculum (independent curriculum)	1.Explain the basis of the independent curriculum 2.Rationalization of independent curriculum development 3.Differences between the independent curriculum and the revised 2013 curriculum	Criteria: 1.Assessment rubric 2.Non-test form: Discussing the foundations of the independent curriculum, rationalization and differences between the independent curriculum and the revised 2013 curriculum Form of Assessment : Participatory Activities	Lectures, Discussions, Questions and Answers Assignment: Identify the differences between the independent curriculum and the 2013 revised curriculum 2 X 50		Material: . Library: Applicable curriculum documents.	2%
12	Describe the national curriculum (independent curriculum)	Implementation of the independent curriculum at vocational school level in the field of Office Administration/OTKP/MPLB expertise	Criteria: 1.Assessment rubric 2.Non-test form: Analyzing the implementation of the independent vocational school curriculum in the field of Office Administration/OTKP/MPLB expertise Form of Assessment : Participatory Activities	Lectures, Discussions and Case Studies Assignment: Analyze the implementation of the independent curriculum at each level of education 2 X 50		Material: . Library: Applicable curriculum documents.	2%
13	Describe the national curriculum (independent curriculum)	1.Explaining the realm of graduate competency in the national curriculum (independent curriculum) 2.Explain the relationship between SKL, KI and KD in office administration subjects at vocational school level	Criteria: 1.Assessment rubric 2.Non-test form: Discussing the areas of graduate competency in the curriculum Form of Assessment : Participatory Activities	Lectures, Discussions, Case Studies Assignment: Explain the areas of graduate competency in the national curriculum! Explain the relationship between SKL, KI and KD in office administration subjects at vocational school level! 2 X 50		Material: . Library: Applicable curriculum documents.	2%
14	Describe the national curriculum (independent curriculum)	Analyzing the suitability of the material in the syllabus in achieving SKL, KI and KD	Criteria: 1.Assessment rubric 2.Non-test form: Analyzing the suitability of the material in the syllabus in achieving curriculum goals Form of Assessment : Participatory Activities	Lecture: Lecture, Discussion, Case Study Group discussion Assignment: Analyze the suitability of the material in the syllabus in achieving SKL, KI and KD using LKM 1. 2 X 50		Material: . Library: Applicable curriculum documents.	2%
15	Describe the national curriculum (independent curriculum)	Describe the national curriculum (independent curriculum)	Criteria: 1.Assessment rubric 2.Non-test form: Analyzing curriculum evaluation in vocational schools specifically for Office Administration Form of Assessment : Participatory Activities	Lecture: Lecture, Discussion, Case Study Assignment: Analyze the evaluation model used in the 2 X 50 Independent Curriculum		Materials: - Library: Applicable curriculum documents.	2%

16	UAS	Do UAS questions correctly	Criteria: Assessment rubric Form of Assessment : Project Results Assessment / Product Assessment, Test	2 X 45		Material: - Library:	50%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	25%
		100%

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.