



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
CURRICULUM MANAGEMENT	8620403143	Compulsory Curriculum Subjects - National	T=3	P=0	ECTS=4.77	3	April 27, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
	Syunu Trihantoyo, M.Pd	Dr. Nunuk Hariyati, M.Pd	Syunu Trihantoyo, S.Pd., M.Pd.				

Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
PLO-6	Able to master educational management functions at strategic, tactical and operational levels
PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

Program Objectives (PO)

PO - 1	Utilizing learning resources and information technology in applying the stages and implementation of the curriculum, especially at the primary and secondary education levels.
PO - 2	Mastering theoretical concepts regarding the application of actual concepts regarding curriculum management, the scope of curriculum management, problems and obstacles in implementing curriculum management, stages in curriculum management as well as analysis and identification of curriculum management.
PO - 3	Make the right decisions based on analysis of information and data in carrying out curriculum stages and analysis and identification of curriculum management.
PO - 4	Responsible for self-learning performance, agreement with group colleagues in understanding actual concepts regarding curriculum management, scope of curriculum management, problems and obstacles in implementing curriculum management, stages in curriculum management as well as analysis and identification of curriculum management.

PLO-PO Matrix

		P.O	PLO-5	PLO-6	PLO-11
	PO-1		✓		
	PO-2			✓	
	PO-3				✓
	PO-4		✓		✓

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
	PO-1			✓	✓												
	PO-2	✓	✓														
	PO-3					✓				✓			✓	✓			
	PO-4						✓	✓	✓		✓	✓			✓	✓	✓

Short Course Description Curriculum management courses discuss curriculum in educational units (schools) according to pathway, type and level of education, non-formal education institutions and formal and non-formal training institutions with reference to discussions of actual concepts regarding curriculum management, scope of curriculum management, problems and obstacles in implementing curriculum management, stages in curriculum management as well as analysis and identification of curriculum management.

References Main :

1. Fathurrochman, I., Danim, S., Ab, S. A., Kurniah, N., & Ristianti, D. H. (2021). Theoretical review of the implementation Islamic boarding school curriculum management in Indonesia. *International Journal of Education Research and Development*, 1(1), 1-15.
2. Neliwati, N., Khurniawan, D., Suyatmika, Y., & Ismiatun, S. R. (2022). Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level). *Jurnal Basicedu*, 6(6), 9535-9542.
3. Munawar, M., Fakhruddin, F., Rodyyah, R., & Prihatin, T. (2021). Digital Literacy Curriculum Management in Kindergarten. *Cypriot Journal of Educational Sciences*, 16(5), 2115-2136.
4. Yulieana, R., & Effendi, R. (2020). Model school curriculum management at public elementary school. *Journal of K6 Education and Management*, 3(3), 315-326.
5. Ahyani, H., Waluyo, R., & Mahfud, M. (2021). Curriculum Management And Assessment System In Basic Education (Dikdas) Era Of Industrial Revolution 4.0. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 9(1).
6. Kyayemagye, F., & Kintu, D. (2020). Head teachers' administrative skills and curriculum management in universal secondary education schools in kiruhura district, uganda. *Teacher Education and Curriculum Studies*, 5(3), 81.
7. English, F. W., & Larson, R. L. (1996). Curriculum management for educational and social service organizations. Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265 (clothbound: ISBN-0-398-0667-1, \$56.95; paperback: ISBN-0-398-06668-X, \$39.95)..
8. Kitson, N., & O'Neill, J. (Eds.). (2002). *Effective Curriculum Management: Co-ordinating learning in the primary school*. Routledge.
9. Frase, L. E., English, F. W., & Poston, W. K. (Eds.). (2000). *The curriculum management audit: Improving school quality*. R&L Education.
10. Middlewood, D., & Burton, N. (Eds.). (2001). *Managing the curriculum (Vol. 7)*. SAGE.

Supporters:

1. 2. Glatthorn, A.A., Boschee, F., Whitehead, B.M & Boschee, B.F. 2012. *Curriculum Leadership: Strategies for Development and Implementation (Third Edition)*. California: Sage Publication

Supporting lecturer

Dr. Ima Widiyanah, M.Pd.
 Syunu Trihantoyo, S.Pd., M.Pd.
 Dr. Kaniati Amalia, M.Pd.
 Dr. Ayu Wulandari, S.Pd., M.Pd.
 Shelly Andari, S.Pd., M.Pd.
 Dr. Agustin Hanivia Cindy, 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	Students are able to understand the background to curriculum development/changes	Explains curriculum development/changes	Criteria: 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Courage in expressing opinions and ideas in the material 5.Appearance or attitude in presenting when delivering material Form of Assessment : Participatory Activities	Lectures, discussions and Project-based Learning 3 X 50		Material: Lecture Contract Bibliography: <i>Fathurrochman, I., Danim, S., Ab, SA, Kurniah, N., & Ristianti, DH (2021). Theoretical review of the implementation of Islamic boarding school curriculum management in Indonesia. International Journal of Educational Research and Development, 1(1), 1-15.</i>	5%
2	Students are able to explain the historical perspective of curriculum change	Explains the historical perspective of curriculum change	Criteria: 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Enthusiasm in conveying and listening in delivering material 5.Appearance or attitude in presenting when delivering material Form of Assessment : Participatory Activities	Lectures, discussions and Project-based Learning 3 X 50		Material: Historical perspective on curriculum change References: <i>Neliwati, N., Khurniawan, D., Suyatmika, Y., & Ismiatun, SR (2022). Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level). Basicedu Journal, 6(6), 9535-9542.</i>	5%
3	Students are able to differentiate between curriculum and curriculum management	Explain the differences between curriculum and curriculum management	Criteria: 1.Smooth communication	Lectures, discussions and Project-		Material: Field observations References: <i>Fathurrochman, I.,</i>	5%

			<p>using good and correct language</p> <p>2. Systematic delivery according to the material presented</p> <p>3. Courage in expressing opinions and ideas in the material</p> <p>4. Enthusiasm in conveying and listening in delivering material</p> <p>5. Appearance or attitude in presenting when delivering material</p> <p>Form of Assessment : Participatory Activities</p>	<p>based Learning 3 X 50</p>		<p>Danim, S., Ab, SA, Kurniah, N., & Ristianti, DH (2021). <i>Theoretical review of the implementation of Islamic boarding school curriculum management in Indonesia</i>. <i>International Journal of Educational Research and Development</i>, 1(1), 1-15.</p> <hr/> <p>Material: Field observations References: Neliwati, N., Khurniawan, D., Suyatmika, Y., & Ismiatun, SR (2022). <i>Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level)</i>. <i>Basicedu Journal</i>, 6(6), 9535-9542.</p> <hr/> <p>Material: Field observations References: Munawar, M., Fakhruddin, F., Rodyyah, R., & Prihatin, T. (2021). <i>Digital Literacy Curriculum Management in Kindergarten</i>. <i>Cypriot Journal of Educational Sciences</i>, 16(5), 2115-2136.</p> <hr/> <p>Material: Field observations References: Yulieana, R., & Effendi, R. (2020). <i>Model school curriculum management at public elementary school</i>. <i>Journal of K6 Education and Management</i>, 3(3), 315-326.</p> <hr/> <p>Material: Field observations References: Ahyani, H., Waluyo, R., & Mahfud, M. (2021). <i>Curriculum Management and Assessment System in Basic Education (Dikdas) Era of Industrial Revolution 4.0. E-Tech: Scientific Journal of Educational Technology</i>, 9(1).</p> <hr/> <p>Material: Field observations References: Kyayemagye, F., & Kintu, D. (2020). <i>Head teachers' administrative skills and curriculum management in universal secondary education schools in Kiruhura district, Uganda</i>. <i>Teacher Education and Curriculum Studies</i>, 5(3), 81.</p> <hr/> <p>Material: Field observations References: English, FW, & Larson, RL (1996). <i>Curriculum management for educational and social service organizations</i>. Charles C. Thomas Publisher, Ltd., 2600</p>
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					<p>South First Street, Springfield, IL 62794-9265 (clothbound: ISBN-0-398-0667-1, \$56.95; paperback: ISBN-0-398-06668-X, \$39.95). .</p> <p>Material: Field observations</p> <p>Bibliography: <i>Kitson, N., & O'Neill, J. (Eds.). (2002). Effective Curriculum Management: Co-ordinating learning in the primary school. Routledge.</i></p> <p>Material: Field observations</p> <p>References: <i>Phrases, L.E, English, FW, & Poston, WK (Eds.). (2000). The curriculum management audit: Improving school quality. R&L Education.</i></p> <p>Material: Field observations</p> <p>References: <i>Middlewood, D., & Burton, N. (Eds.). (2001). Managing the curriculum (Vol. 7). SAGE.</i></p> <p>Material: Field observations</p> <p>References: 2. <i>Glatthorn, AA, Boschee, F., Whitehead, BM & Boschee, BF 2012. Curriculum Leadership: Strategies for Development and Implementation (Third Edition). California: Sage Publications</i></p>	
4	Students are able to master the basic theory in Curriculum Development Management	Explaining the Foundations of Curriculum Development Management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50	<p>Material: Group 1 Presentation</p> <p>References: <i>Neliwati, N., Khurniawan, D., Suyatmika, Y., & Ismiatun, SR (2022). Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level). Basicedu Journal, 6(6), 9535-9542.</i></p>	5%

5	Students understand the Anatomy of the Curriculum	Outlining the Anatomy of a Curriculum	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Enthusiasm in conveying and listening in delivering material 5.Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 2 Presentation References: <i>Munawar, M., Fakhruddin, F., Rodyah, R., & Prihatin, T. (2021). Digital Literacy Curriculum Management in Kindergarten. Cypriot Journal of Educational Sciences, 16(5), 2115-2136.</i></p>	5%
6	Students are able to explain the types of curriculum and their implications for management	Describes all types of curriculum and their implications for management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 3 Presentation References: <i>Munawar, M., Fakhruddin, F., Rodyah, R., & Prihatin, T. (2021). Digital Literacy Curriculum Management in Kindergarten. Cypriot Journal of Educational Sciences, 16(5), 2115-2136.</i></p>	5%

7	Students are able to explain Curriculum Development Management	Explain curriculum development	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 4 Presentation References: Yulieana, R., & Effendi, R. (2020). <i>Model school curriculum management at public elementary school. Journal of K6 Education and Management</i>, 3(3), 315-326.</p>	5%
8	Student Journal Review	Understand the material from the 1st to 7th meetings	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Identify the background of the research problem 4. Interpretation of the methodology with the problems studied 5. Communicate your own perspective according to your views on the research results 6. Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS Close book 3 X 50		<p>Material: Group 5 Presentation References: Yulieana, R., & Effendi, R. (2020). <i>Model school curriculum management at public elementary school. Journal of K6 Education and Management</i>, 3(3), 315-326.</p>	15%

9	Students are able to master Curriculum Development Management	Explain the concept of Curriculum Development Management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 6 Presentation References: Yulieana, R., & Effendi, R. (2020). <i>Model school curriculum management at public elementary school. Journal of K6 Education and Management</i>, 3(3), 315-326.</p>	5%
10	Students are able to carry out Monitoring and Evaluation of Development and Coaching	Explains Monitoring and Evaluation of Development and Coaching	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 7 Presentation References: Ahyani, H., Waluyo, R., & Mahfud, M. (2021). <i>Curriculum Management and Assessment System in Basic Education (Dikdas) Era of Industrial Revolution 4.0. E-Tech: Scientific Journal of Educational Technology</i>, 9(1).</p>	5%

11	Students explained about the 2013 Curriculum Implementation Management	Describes the 2013 Curriculum Implementation Management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 8 Presentation References: <i>Kyayemagye, F., & Kintu, D. (2020). Head teachers' administrative skills and curriculum management in universal secondary education schools in Kiruhura district, Uganda. Teacher Education and Curriculum Studies, 5(3), 81.</i></p>	5%
12	Students are able to identify issues in curriculum development management	Identifying issues in curriculum development management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 9 Presentation References: <i>English, FW, & Larson, RL (1996). Curriculum management for educational and social service organizations. Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265 (clothbound: ISBN-0-398-0667-1, \$56.95; paperback: ISBN-0-398-06668-X, \$39.95).</i> .</p>	5%

13	Students are able to deepen vocational issues	Mastering vocational issues	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Identify the background of the research problem 4. Interpretation of the methodology with the problems studied 5. Communicate your own perspective according to your views on the research results 6. Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Group 10 Presentation Bibliography: <i>Kitson, N., & O'Neill, J. (Eds.). (2002). Effective Curriculum Management: Coordinating learning in the primary school. Routledge.</i></p>	5%
14	Students are able to explain issues regarding character education	Identifying issues regarding character education	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lectures, discussions and Project-based Learning 3X 50		<p>Material: Group 11 Presentation References: <i>Phrases, LE, English, FW, & Poston, WK (Eds.). (2000). The curriculum management audit: Improving school quality. R&L Education.</i></p>	5%

15	Students are able to identify hidden curriculum in learning.	identifying hidden curriculum in learning.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and Project-based Learning 3 X 50		<p>Material: Reference Material : Middlewood, D., & Burton, N. (Eds.). (2001). <i>Managing the curriculum</i> (Vol. 7). SAGE.</p>	5%
16	Students are able to publish articles	Students are able to publish the results of observations in the form of articles	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Identify the background of the research problem 4.Interpretation of the methodology with the problems studied 5.Communicate your own perspective according to your views on the research results 6.Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	end of semester 3 X 50		<p>Material: UAS Library: Depdiknas.2007.KTSP curriculum guide book.Jakarta:Depdikna</p> <p>Material: UAS References: Fathurrochman, I., Danim, S., Ab, SA, Kurniah, N., & Ristianti, DH (2021). <i>Theoretical review of the implementation of Islamic boarding school curriculum management in Indonesia. International Journal of Educational Research and Development, 1(1), 1-15.</i></p> <p>Material: UAS References: Neliwati, N., Khurniawan, D., Suyatmika, Y., & Ismiatun, SR (2022). <i>Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level). Basicedu Journal, 6(6), 9535-9542.</i></p> <p>Material: UAS References: Munawar, M., Fakhruddin, F., Rodyah, R., & Prihatin, T. (2021). <i>Digital Literacy Curriculum Management in Kindergarten. Cypriot Journal of Educational Sciences, 16(5), 2115-</i></p>	15%

2136.

Material: UAS
References: Yulieana, R., & Effendi, R. (2020). *Model school curriculum management at public elementary school. Journal of K6 Education and Management*, 3(3), 315-326.

Material: UAS
References: Ahyani, H., Waluyo, R., & Mahfud, M. (2021). *Curriculum Management and Assessment System in Basic Education (Dikdas) Era of Industrial Revolution 4.0. E-Tech: Scientific Journal of Educational Technology*, 9(1).

Material: UAS
References: Kyayemagye, F., & Kintu, D. (2020). *Head teachers' administrative skills and curriculum management in universal secondary education schools in Kiruhura district, Uganda. Teacher Education and Curriculum Studies*, 5(3), 81.

Material: UAS
References: Kyayemagye, F., & Kintu, D. (2020). *Head teachers' administrative skills and curriculum management in universal secondary education schools in Kiruhura district, Uganda. Teacher Education and Curriculum Studies*, 5(3), 81.

Material: UAS
References: English, FW, & Larson, RL (1996). *Curriculum management for educational and social service organizations*. Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265 (clothbound: ISBN-0-398-0667-1, \$56.95; paperback: ISBN-0-398-06668-X, \$39.95).

Material: UAS
References: Kitson, N., & O'Neill, J. (Eds.). (2002). *Effective Curriculum Management: Co-ordinating learning in the primary school*. Routledge.

Material: UAS
Literature: Phrases, LE, English, FW, & Poston, WK (Eds.). (2000). *The curriculum management audit: Improving school quality*. R&L Education.

Material: UAS
References: Middlewood, D., & Burton, N. (Eds.).

(2001). *Managing the curriculum* (Vol. 7). SAGE.

Material: UAS
Bibliography: 2.
 Glatthorn, AA,
 Boschee, F.,
 Whitehead, BM &
 Boschee, BF 2012.
Curriculum Leadership: Strategies for Development and Implementation (Third Edition). California: Sage Publications

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		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.