	Universitas Negeri Surabaya Faculty of Education, Educational Technology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Analysis of School Curriculum Documents		8620302191		T=2	P=0	ECTS=3.18	7	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	This course discusses methods for analyzing curriculum documents in schools. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.

References	**Main :**	

1. Arifin, Zainal. 2012. Konsep dan Model Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya.
2. Bachri, Bachtiar, dkk. 2020. Handout Analisis Dokumen Kurikulum Sekolah . Surabaya: Teknologi Pendidikan FIP Unesa
3. Hasan H. 2013. Informasi Kurikulum 2013. Bandung: Universitas Pendidikan Indonesia.
4. Iskandar H. 2013. Desain Induk Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan.
5. Rusman. 2010. Manajemen Kurikulum. Jakarta: Rajawali Pers

Supporters:

Supporting lecturer	

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	Understanding Tuition Contracts Understanding Curriculum Concepts	1. Can explain the contents of the lecture contract 2. Can explain the meaning of the curriculum 3. Can explain the function of the curriculum		Lecture, question and answer 2 X 50			0%
2	Understanding the Foundations of Curriculum Development	Can explain the basis of the curriculum in terms of physiological, sociological, psychological, development, science and technology aspects		Lecture, question and answer 2 X 50			0%
3	Understanding the Components of Curriculum Development	Can explain various components of curriculum development, namely: objectives, materials, methods, organization, evaluation		Lecture, question and answer 2 X 50			0%
4	Understanding the Development of the School Curriculum in Indonesia	Can explain the development of the School Curriculum in Indonesia from the Orla-Reformation era.		Problem Based Learning, Lectures, discussions, questions and answers 2 X 50			0%
5	Understanding the 2013 Curriculum	Can explain Rationale for change, Elements of Change, and K-13 Structure		Problem Based Learning, Lectures, discussions, questions and answers 2 X 50			0%
6	Understanding the 2013 Curriculum	Can explain Rationale for change, Elements of Change, and K-13 Structure		Problem Based Learning, Lectures, discussions, questions and answers 2 X 50			0%
7	UTS	Material for meetings 1 to 6		2 X 50			0%
8	Understanding the Content of the 2013 Middle School Curriculum	Can analyze the contents of K-13 (SMP) aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%
9	Understanding the Content of the 2013 Middle School Curriculum	Can analyze the contents of K-13 (SMP) aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%
10	Understanding the Content of the 2013 Middle School Curriculum	Can analyze the contents of K-13 (SMP) aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%

11	Understanding the Content of the 2013 SMA/SMK Curriculum	Can analyze the contents of K-13 aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%
12	Understanding the Content of the 2013 SMA/SMK Curriculum	Can analyze the contents of K-13 aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%
13	Understanding the Content of the 2013 SMA/SMK Curriculum	Can analyze the contents of K-13 aspects of KI, KD, indicators, objectives, lesson materials		Presentation, questions and answers 2 X 50			0%
14	Understanding the Outline of the Learning Plan	Can draw up an outline of a learning plan		Project Based Learning, Presentations, questions and answers 2 X 50			0%
15	Understanding the Outline of the Learning Plan	Can draw up an outline of a learning plan		Project Based Learning, Presentations, questions and answers 2 X 50			0%
16	UAS	Material for meetings 8 to 15		2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.