

Short Course Description	This course examines concepts, objectives, functions, foundations, models, evaluation procedures and curriculum development and provides students with experience in evaluating and developing curricula in schools and training institutions in accordance with evaluation and curriculum development models.						
References	Main :						
	<ol style="list-style-type: none"> Amri, S. 2015. Implementasi Pembelajaran Aktif Dalam Kurikulum 2013. Jakarta: Prestasi Pustaka Bachri, Bachtiar dkk. 2020. Handout Evaluasi dan Pengembangan Kurikulum . Surabaya: Teknologi Pendidikan FIP Unesa Dahlia & Suyadi. 2015. Implementasi dan Inovasi Kurikulum PAUD 2013 . Bandung: PT Remaja Rosdakarya Offset Daryanto. 2014. Pendekatan Pembelajaran Saintifik Kurikulum 2013 . Yogyakarta: Penerbit Gava Media Hamalik, Oemar 2010. Manajemen Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya Hamalik, O. 2013. Dasar-dasar Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya Offset Hidayat, S. 2015. Pengembangan Kurikulum Baru. Bandung: PT. Remaja Rosdakarya Offset Idi, Abdullah. 2010. Pengembangan Kurikulum teori & praktik. Jogjakarta: Ar-Ruzz Media Hasan, Hamid. 2021. Evaluasi Kurikulum. Jakarta: Rosda Karya Biggs, J. B., & Collis, K. F. (2014). Evaluating the quality of learning: The SOLO taxonomy (Structure of the Observed Learning Outcome). Academic Press 						
	Supporters:						
<ol style="list-style-type: none"> Triwiyanto, T. 2015. Manajemen Kurikulum dan Pembelajaran . Jakarta: Bumi Aksara Nurdin, Syarifuddin & Adiantoni. 2016. Kurikulum dan Pembelajaran . Jakarta: Rajawali Pers Mulyasa, E. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT. Remaja Rosdakarya 							
Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Citra Fitri Kholidya, S.Pd., M.Pd. Dr. Syaiputra Wahyuda Meisa Diningrat, 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 analyze the concepts, objectives and functions of curriculum evaluation	<ol style="list-style-type: none"> Students can explain the concept of curriculum evaluation Students can explain the function of curriculum evaluation Students can explain the purpose of curriculum evaluation Students can provide examples of forms of curriculum evaluation 	Criteria: <ol style="list-style-type: none"> Very well Good Enough Not enough Very little Form of Assessment : Test	Direct instruction Discussion 4 X 50	Asynchronous Free	Material: concept, objectives and function of curriculum evaluation Reader: Hasan, Hamid. 2021. Curriculum Evaluation. Jakarta: Rosda Karya	5%
2	Analyzing the basis for curriculum evaluation and curriculum anatomy	<ol style="list-style-type: none"> Students can explain the basis for curriculum evaluation Students can explain the anatomy of the curriculum Students can mention the anatomy of the curriculum 	Criteria: <ol style="list-style-type: none"> Very well Good Enough Not enough Very little Form of Assessment : Participatory Activities	Direct instruction Brainstorming Discussion 4 X 50	Asynchronous Free	Material: basis for curriculum evaluation References: Bachri, Bachtiar et al. 2020. Curriculum Evaluation and Development Handout. Surabaya: Unesa FIP Educational Technology Material: Foundations of curriculum evaluation and curriculum anatomy References:	3%

3	Students are able to apply curriculum evaluation procedures and develop curriculum evaluation instruments	<ol style="list-style-type: none"> Students are able to explain curriculum evaluation procedures systematically 1.4 Students are able to develop curriculum evaluation instruments Students are able to provide examples of curriculum evaluation procedures Students are able to apply the general curriculum evaluation stages 	<p>Criteria:</p> <ol style="list-style-type: none"> Very well Good Enough Not enough Very less <p>Form of Assessment : Participatory Activities</p>	Question and Answer Group Discussion 4 X 50	Asynchronous	<p>Material: curriculum evaluation procedures</p> <p>References: <i>Bachri, Bachtiar et al. 2020. Curriculum Evaluation and Development Handout. Surabaya: Unesa FIP Educational Technology</i></p> <hr/> <p>Material: Curriculum evaluation procedures</p> <p>References: <i>Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</i></p>	2%
4	Students are able to apply curriculum evaluation procedures and develop curriculum evaluation instruments	<ol style="list-style-type: none"> Students are able to explain curriculum evaluation procedures systematically Students are able to provide examples of curriculum evaluation procedures Students are able to apply the general curriculum evaluation stages 	<p>Criteria:</p> <ol style="list-style-type: none"> Very well Good Enough Not enough Very less <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Question and Answer Group Discussion 4 X 50	Asynchronous	<p>Material: curriculum evaluation procedures</p> <p>References: <i>Bachri, Bachtiar et al. 2020. Curriculum Evaluation and Development Handout. Surabaya: Unesa FIP Educational Technology</i></p> <hr/> <p>Material: Curriculum evaluation procedures</p> <p>References: <i>Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</i></p>	5%
5	Students are able to design curriculum evaluations based on quantitative and qualitative models	<ol style="list-style-type: none"> Students are able to design quantitative curriculum evaluations based on 5 quantitative models Students are able to design curriculum evaluations Students are able to design curriculum evaluations based on 3 qualitative evaluation models 	<p>Criteria:</p> <ol style="list-style-type: none"> Very well Good Enough Not enough Very less <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50	Asynchronous	<p>Material: curriculum evaluation</p> <p>References: <i>Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</i></p>	3%

6	Students are able to design curriculum evaluations based on quantitative and qualitative models	<p>1. Students are able to design quantitative curriculum evaluations based on 5 quantitative models</p> <p>2. Students are able to design curriculum evaluations. Students are able to design curriculum evaluations based on 3 qualitative evaluation models</p>	<p>Criteria:</p> <p>1. Very well 2. Good 3. Enough 4. Not enough 5. Very less</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50	Asynchronous	<p>Material: curriculum evaluation</p> <p>References: Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</p>	5%
7	Students are able to design curriculum evaluations based on quantitative and qualitative models	<p>1. Students are able to design quantitative curriculum evaluations based on 5 quantitative models</p> <p>2. Students are able to design curriculum evaluations. Students are able to design curriculum evaluations based on 3 qualitative evaluation models</p>	<p>Criteria:</p> <p>1. Very well 2. Good 3. Enough 4. Not enough 5. Very less</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50	Asynchronous	<p>Material: curriculum evaluation</p> <p>References: Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</p>	5%
8	Students are able to evaluate the school curriculum and training in accordance with the curriculum evaluation model	Foundations of Curriculum Evaluation Curriculum Evaluation Procedures Curriculum Evaluation Methods	<p>Criteria: Curriculum evaluation results</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS 4 X 50		<p>Material: curriculum evaluation</p> <p>References: Hasan, Hamid. 2015. Curriculum Evaluation. Jakarta: Rosda Karya</p>	5%
9	Students are able to analyze the foundations and principles of curriculum development	<p>1. Students are able to explain the basis for curriculum development</p> <p>2. Students are able to explain the principles of curriculum development</p> <p>3. Students are able to provide examples of the basis for developing school curriculum/training</p> <p>4. Students are able to provide examples of the principles of school curriculum/training development</p>	<p>Criteria:</p> <p>1. Very well 2. Good 3. Enough 4. Not enough 5. Very less</p> <p>Form of Assessment : Participatory Activities</p>	Question and Answer group discussion 4 X 50	Asynchronous	<p>Material: Foundations of Curriculum Development</p> <p>Library: Triwiyanto, T. 2015. Curriculum and Learning Management. Jakarta: Bumi Literacy</p>	2%

10	Students are able to analyze concept models and curriculum development designs	<ol style="list-style-type: none"> 1.Students are able to explain the conceptual model of curriculum development 2.Students are able to explain the principles of curriculum development 3.Students are able to provide examples of the application of concept models in the development of school curriculum/training 4.Students are able to provide examples of the principles of school curriculum/training development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less <p>Form of Assessment : Participatory Activities</p>	Question and Answer group discussion 4 X 50	Asynchronous	<p>Material: Foundations of Curriculum Development Library: <i>Triwiyanto, T. 2015. Curriculum and Learning Management. Jakarta: Bumi Literacy</i></p>	2%
11	Students are able to analyze concept models and curriculum development designs	<ol style="list-style-type: none"> 1.Students are able to explain the conceptual model of curriculum development 2.Students are able to explain the principles of curriculum development 3.Students are able to provide examples of the application of concept models in the development of school curriculum/training 4.Students are able to provide examples of the principles of school curriculum/training development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less <p>Form of Assessment : Participatory Activities</p>	Question and Answer group discussion 4 X 50	Asynchronous	<p>Material: Foundations of Curriculum Development Library: <i>Triwiyanto, T. 2015. Curriculum and Learning Management. Jakarta: Bumi Literacy</i></p>	2%
12	Students are able to analyze curriculum development models, namely Raph Tyler, Hilda Taba, Oliva, Print	<ol style="list-style-type: none"> 1.Students are able to explain 4 curriculum development models (Tyler, Taba, Olliva, Prin, Bradie) 2.Students are able to design curriculum development procedures based on 4 models (Tyler, Taba, Olliva, Prin, Bradie) of curriculum development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less <p>Form of Assessment : Participatory Activities</p>	principles of curriculum development for components of education. 4 X 50 curriculum	Asynchronous	<p>Material: curriculum development model References: <i>Idi, Abdullah. 2010. Curriculum development theory & practice. Jogjakarta: Ar-Ruzz Media</i></p>	5%
13	Students are able to analyze curriculum development models, namely Raph Tyler, Hilda Taba, Oliva, Print	<ol style="list-style-type: none"> 1.Students are able to explain 4 curriculum development models (Tyler, Taba, Olliva, Prin, Bradie) 2.Students are able to design curriculum development procedures based on 4 models (Tyler, Taba, Olliva, Prin, Bradie) of curriculum development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less <p>Form of Assessment : Participatory Activities</p>	principles of curriculum development for components of education. 4 X 50 curriculum	Asynchronous	<p>Material: curriculum development model References: <i>Idi, Abdullah. 2010. Curriculum development theory & practice. Jogjakarta: Ar-Ruzz Media</i></p>	6%

14	Students are able to develop school curriculum and training based on the curriculum development model	Students can explain curriculum developments in Indonesia	Criteria: 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 4 X 50	Asynchronous	Material: curriculum development model Reference: Hidayat, S. 2015. <i>New Curriculum Development</i> . Bandung: PT. Teenager Rosdakarya Offset Material: Curriculum development model References: Bachri, Bachtiar et al. 2020. <i>Curriculum Evaluation and Development Handout</i> . Surabaya: Unesa FIP Educational Technology	15%
15	Students are able to develop school curriculum and training based on the curriculum development model	Students are able to develop a training curriculum based on the curriculum development model	Criteria: 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 4 X 50	Asynchronous	Material: curriculum development model Reference: Hidayat, S. 2015. <i>New Curriculum Development</i> . Bandung: PT. Teenager Rosdakarya Offset	5%
16	Students are able to develop a curriculum based on the curriculum development model	UAS	Criteria: 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 4 X 50	Presenting the results of curriculum development products	Material: curriculum development model Reference: Hidayat, S. 2015. <i>New Curriculum Development</i> . Bandung: PT. Teenager Rosdakarya Offset Material: Curriculum development model Reference: Hidayat, S. 2015. <i>New Curriculum Development</i> . Bandung: PT. Teenager Rosdakarya Offset	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	24.5%
2.	Project Results Assessment / Product Assessment	68%
3.	Practice / Performance	2.5%
4.	Test	5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.