	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
Introduction to Curriculum		8620302062		**T=2**	**P=0**	**ECTS=3.18**	1	July 21, 2022
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**		
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Learning model	**Case Studies**																			
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**																			
	Program Objectives (PO)																			
	PO - 1	Able to demonstrate a scientific, critical and innovative attitude in learning Introduction to the Curriculum professionally and have sensitivity and responsibility in designing, developing and evaluating the curriculum based on theoretical concepts and curriculum models as a Curriculum Developer.																		
	PO - 2	Mastering the concepts, structures and materials in Introduction to Curriculum learning as a Curriculum Developer.																		
	PO - 3	Design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by prioritizing the curriculum.																		
	PO - 4	Able to utilize information in solving problems in the field of educational technology based on local wisdom																		
	PLO-PO Matrix																			

P.O
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	This course discusses the curriculum, its development and implementation in the education system through collaborative learning. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.

References	**Main :**

1. Arif Munandar.2018.Pengantar Kurikulum.deepublish
2. Pusat Kurikulum. Balitbang Depdiknas. 2002. Kurikulum berbasis Kompetensi. Jakarta.
3. Arifin, Zainal. 2012. Konsep dan Model Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya.
4. Bachri, Bachtiar dkk. 2020. Handout Pengantar Kurikulum . Surabaya: Teknologi Pendidikan FIP Unesa
5. Hamalik, O. 2013. Dasar-dasar Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya Offset
6. Hasan H. 2013. Informasi Kurikulum 2013. Bandung: Universitas Pendidikan Indonesia.
7. Iskandar H. 2013. Desain Induk Kurikulum 2013. Jakarta: Kementerian Pendidikan dan Kebudayaan.

	Supporters:

Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Citra Fitri Kholidya, S.Pd., 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 explain the meaning of curriculum and its basic concepts	Students can explain the meaning of curriculum. Students can provide analogies about curriculum in various ways	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Test	Question and Answer group discussion 1 X 50	Asynchronous	**Material:** Curriculum concept **Reader:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
2	Understanding the curriculum as a plan for educational and learning activities	1.Explaining the meaning of curriculum for various experts and laws 2.Tells about the development of the curriculum in Indonesia 3.Explaining the learning paradigm	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Test	Group discussion Questions and Answers 2 X 50	Asynchronous	**Material:** Curriculum concept **Reader:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
3	Students can explain the function of the curriculum in education correctly	1.Explaining the relationship between curriculum and learning 2.Distinguish the concept of Curriculum as ideas, plans, learning activities, learning outcomes	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Participatory Activities	Group discussion Questions and Answers 2 X 50	Asynchronous	**Material:** curriculum and learning **Reader:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
4	Students are able to recommend curriculum models	1.Curriculum model: Academic subject model, humanistic model, social reconstruction model, science and technology 2.Examining the characteristics of each curriculum model	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Participatory Activities, Tests	Group discussion 2 X 50	Asynchronous	**Material:** Curriculum model **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
5	Students are able to describe the curriculum organization	1.Differentiating Curriculum organization in terms of content can be classified into 4, namely: correlated curriculum, concentrated curriculum, integrated curriculum, problem solving curriculum 2.Examining the principles of curriculum management	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Test	Group discussion Questions and Answers 2 X 50	Asynchronous	**Material:** curriculum organization **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	5%

6	Students are able to describe the curriculum organization	1. Differentiating Curriculum organization in terms of content can be classified into 4, namely: correlated curriculum, concentrated curriculum, integrated curriculum, problem solving curriculum 2. Examining the principles of curriculum management	**Criteria:** 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less **Form of Assessment** : Test	Group discussion Questions and Answers 2 X 50		**Material:** curriculum organization **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	5%
7	Students identify curriculum components	1. Explains the curriculum as objectives, materials, methods and evaluation of curriculum components 2. Identify curriculum components in terms of objectives, materials, methods and evaluation	**Criteria:** 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less **Form of Assessment** : Participatory Activities, Tests	Group discussion Questions and Answers 2 X 50	Asynchronous	**Material:** Curriculum Components **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
8	Students identify curriculum components	1. Explains the curriculum as objectives, materials, methods and evaluation of curriculum components 2. Identify curriculum components in terms of objectives, materials, methods and evaluation	**Criteria:** 1. Very well 2. Good 3. Enough 4. Not enough 5. Very less **Form of Assessment** : Participatory Activities	UTS 2 X 50	Asynchronous	**Material:** UTS **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	10%
9	Students study the curriculum at the educational unit level	Conduct a review of the PAUD curriculum	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** Curriculum analysis **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	5%
10	Students study the curriculum at the educational unit level	Conduct a review of the Basic Education curriculum	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** Basic education curriculum **Reader:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	5%
11	Students study the curriculum at the educational unit level	Conduct a review of the Basic Education curriculum	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** Basic education curriculum **Reference:** *Bachri, Bachtiar et al. 2020. Curriculum Introduction Handout. Surabaya: Unesa FIP Educational Technology*	5%
12	Students study the curriculum at the educational unit level	Conducting a review of the educational curriculum of religious schools	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** curriculum review **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	3%

13	Students study the curriculum at the educational unit level	Conducting a review of the educational curriculum of religious schools	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** Curriculum in Indonesia **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	2%
14	Students study the curriculum at the educational unit level	Conducting a review of the educational curriculum of religious schools	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** Training curriculum **Literature:** *Bachri, Bachtiar et al. 2020. Curriculum Introduction Handout. Surabaya: Unesa FIP Educational Technology*	15%
15	Students study the curriculum at the educational unit level	Conducting a review of the educational curriculum of higher education curricula	**Criteria:** Curriculum analysis results **Form of Assessment** : Participatory Activities	group discussion 2 X 50	Asynchronous	**Material:** curriculum review **Library:** *Arif Munandar.2018.Introduction to Curriculum.deepublish*	5%
16	Students understand evaluation and curriculum changes	UAS	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less **Form of Assessment** : Participatory Activities	UAS 2 X 50	UAS	**Material:** UAS **Literature:** *Bachri, Bachtiar et al. 2020. Curriculum Introduction Handout. Surabaya: Unesa FIP Educational Technology*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	84%
2.	Test	16%
		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.