	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
Study and Development of Official Education Curriculum	8620302231		T=2	P=0	ECTS=3.18	5	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 studying and developing an official education curriculum based on theoretical concepts and curriculum models. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.

References

Main :

1. Amri, S. 2015. Implementasi Pembelajaran Aktif Dalam Kurikulum 2013. Jakarta: Prestasi Pustaka
2. Bachri, Bachtiar, dkk. 2020. Handout Kajian dan Pengembangan Kurikulum Pendidikan Kedinasan . Surabaya: Teknologi Pendidikan FIP Unesa
3. Dahlia & Suyadi. 2015. Implementasi dan Inovasi Kurikulum PAUD 2013 . Bandung: PT Remaja Rosdakarya Offset
4. Daryanto. 2014. Pendekatan Pembelajaran Saintifik Kurikulum 2013 . Yogyakarta: Penerbit Gava Media
5. Hamalik, O. 2013. Dasar-dasar Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya Offset
6. Hidayat, S. 2015. Pengembangan Kurikulum Baru. Bandung: PT. Remaja Rosdakarya Offset
7. Hamalik, Oemar 2010. Manajemen Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya
8. Idi, Abdullah. 2010. Pengembangan Kurikulum teori & praktik. Jogjakarta: Ar-Ruzz Media
9. Mulyasa, E. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT. Remaja Rosdakarya
10. Nurdin, Syarifuddin & Adriantoni. 2016. Kurikulum dan Pembelajaran . Jakarta: Rajawali Pers
11. Triwiyanto, T. 2015. Manajemen Kurikulum dan Pembelajaran . Jakarta: Bumi Aksara

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	Students understand the concept of curriculum evaluation	Students can explain the concept of the evaluation field. Students can provide examples of the evaluation field	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very little	Discussion Brainstorming 4 X 50			0%

2	Students understand the definition, objectives and function of curriculum evaluation	Students can explain the definition, objectives and functions. Students can provide examples of activities and benefits of curriculum evaluation	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	DiscussionPresentation 4 X 50			0%
3	Students understand the basis of curriculum evaluation	Students can explain the basis for curriculum evaluation. Students can explain each component of the basis for curriculum evaluation	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group Discussion Questions and Answers 4 X 50			0%
4	Students understand quantitative-based curriculum evaluation criteria	Students can explain curriculum evaluation criteria. Students can provide examples of evaluation criteria	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group discussion Questions and Answers Problem Based Learning 4 X 50			0%
5	Students understand the qualitative-based curriculum evaluation criteria	Students can explain qualitative curriculum evaluation criteria. Students can provide examples of qualitative curriculum evaluation criteria	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group discussion Questions and Answers Problem Based Learning 4 X 50			0%
6	Students understand the scope of curriculum evaluation	Students are able to explain the scope of curriculum evaluation. Students can provide examples of the scope of curriculum evaluation	**Criteria:** Very Good Fair Fair Poor More or less Very good	Group discussion Question and Answer Problem Based Learning 4 X 50			0%
7	Students understand the types of curriculum evaluation	Students can explain types of curriculum evaluation. Students can give examples of various types of curriculum evaluation	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group discussion Questions and Answers Problem Based Learning 4 X 50			0%
8	UTS	Foundations of Curriculum EvaluationCurriculum Evaluation ProceduresCurriculum Evaluation Methods		4 X 50			0%
9	Students understand curriculum evaluation procedures	Students can explain curriculum evaluation procedures. Students are able to explain the steps in curriculum evaluation procedures	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Question and Answer group discussion 4 X 50			0%
10	Students understand curriculum evaluation models	Students can explain EV models. Curriculum Students can provide examples of EV models. Curriculum	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Question and Answer group discussion 4 X 50			0%
11	Students understand curriculum development	Students can explain curriculum development	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Question and Answer group discussion 4 X 50			0%
12	Students understand the principles and components of curriculum development	Students can explain the principles and components of curriculum development	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Peng principle. Peng component curriculum. 4 X 50 curriculum			0%
13	Students understand curriculum developments from time to time	Students can explain curriculum developments in Indonesia	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group discussion Questions and Answers Problem Based Learning 4 X 50			0%
14	Students understand curriculum developments from time to time	Students can explain curriculum developments in Indonesia	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Group discussion Questions and Answers Problem Based Learning 4 X 50			0%
15	Students understand about curriculum development in various countries	Students can explain the development of country curricula in the world	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Question and Answer group discussion 4 X 50			0%

16	Students understand the concept of the 2013 curriculum and its developments	Students can explain various things about the 2013 curriculum and its developments	**Criteria:** 1.Very well 2.Good 3.Enough 4.Not enough 5.Very less	Question and Answer group discussion 4 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.