	Universitas Negeri Surabaya **Faculty of Education,** **Undergraduate Study Program in Out-of-School Education**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PNF Curriculum Development		8620503140	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	August 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Yatim Riyanto, M.Pd. ; Dr. Rivo Nugroho, M.Pd. ; Dr. Shobri Firman Susanto, M.Pd.	Prof. Dr. Yatim Riyanto, M.Pd.	Rivo Nugroho, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
	PLO-7	Mastering the process of planning, implementing and evaluating non-formal education programs
	PLO-9	Able to empower the community and apply social entrepreneurship in the management of non-formal education unit institutions
	Program Objectives (PO)	
	PO - 1	Providing students' understanding and abilities regarding curriculum concepts and theories, foundations for curriculum development, curriculum concept models, curriculum analysis, curriculum design, curriculum development, curriculum evaluation, Ktsp, K-13, Equal Education Curriculum Development, SKKNI, Early Childhood Curriculum, Equal Curriculum.
	PO - 2	Students are able to compile and develop a non-formal education curriculum
	PO - 3	Students actively participate during the lecture process
	PLO-PO Matrix	

P.O	PLO-5	PLO-7	PLO-9
PO-1	✔	✔	✔
PO-2		✔	✔
PO-3	✔	✔	

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			✔	✔					✔			✔		✔	✔	

Short Course Description	This course provides an understanding of the basic philosophy of curriculum, understanding of curriculum, curriculum components, curriculum planning and design, the role of teachers (tutors) in curriculum development, curriculum concept models, non-formal education curriculum development models and curriculum evaluation through explanations, discussions, presentations and assignments. The assessment indicators for this course are students being able to understand the basic philosophy of the curriculum, understanding the curriculum, curriculum components, curriculum planning and design, the role of the teacher (tutor) in curriculum development.
References	**Main :**

1. Nana Syaodih Sukmadinata. 1997. Pengembangan Kurikulum Teori dan Praktek. PT. Remaja Rosdakarya, Bandung.
2. Oemar Hamalik. 2010. Manajemen Pengembangan Kurikulum. PT. Remaja Rosdakarya : Bandung
3. Null, Wesley. 2011. Curriculum : From Theory To Practice. Rowman & Littlefield Publishers : United Kingdom. (e-book version)
4. Yatim Riyanto, 2005. Konsep dan Teori Kurikulum dalam Pendidikan. Diktat Kuliah. SIC Surabaya.

Supporters:	

1. Scholar
2. Youtube
3. Sumber Apapun Yang Mendukung Pemahaman Materi Pengembangan Kurikulum

Supporting lecturer	Prof. Dr. Yatim Riyanto, M.Pd. Dr. Ali Yusuf, S.Ag., M.Pd. Rivo Nugroho, S.Pd., M.Pd. Dr. Shobri Firman Susanto, 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	1.Able to understand the meaning of curriculum and objectives of curriculum development 2.Able to understand curriculum components	1.Understanding the meaning of curriculum in relation to PNF programs 2.Understanding the Goals of Curriculum Development 3.Describe and explain the components in the curriculum	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, and Discussions 3 X 50	Lectures, Questions and Answers, and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on Understanding Curriculum and the Goals of Curriculum Development **Library:** *Yatim Riyanto, 2005. Curriculum Concepts and Theories in Education. Lecture Diktat. SIC Surabaya.*	3%
2	1.Able to understand the position of the curriculum in education 2.Able to understand the principles of curriculum development	1.Examining and Analyzing the Position of the Curriculum in Education 2.Examining and Analyzing Principles in Curriculum Development	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers and Discussions 3 X 50	Lectures, Questions and Answers and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on the Position of the Curriculum in Education **Library:** *Nana Syaodih Sukmadinata. 1997. Theory and Practice Curriculum Development. PT. Rosdakarya Youth, Bandung.*	3%

No							
3	1. Able to understand the philosophical and psychological foundations of curriculum development 2. Able to understand the socio-cultural foundations, developments in science and technology in curriculum development	1. Examining and Analyzing the Philosophical and Psychological Foundations in Curriculum Development 2. Examining and analyzing the socio-cultural foundations, developments in science and technology in curriculum development	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers and Discussions 3 X 50	Lectures, Questions and Answers and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on the Philosophical and Psychological Foundations of Curriculum Development **Library:** *Oemar Hamalik. 2010. Curriculum Development Management. PT. Rosdakarya Youth: Bandung*	3%
4	1. Able to understand the socio-cultural foundations, developments in science and technology in curriculum development 2. Able to understand the different PLS unit curriculum	1. Examining and analyzing the socio-cultural foundations, developments in science and technology in curriculum development 2. Examining and Analyzing Curriculum Differences in PNF Units	**Form of Assessment** : Participatory Activities	Lectures, Questions and Answers and Discussions 3 X 50	Lectures, Questions and Answers and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on Socio-Cultural Foundations, Development of Science and Technology in Curriculum Development **Library:** *Null, Wesley. 2011. Curriculum: From Theory To Practice. Rowman & Littlefield Publishers : United Kingdom. (e-book version)*	3%
5	1. Able to understand the curriculum concept model 2. Able to understand PLS curriculum development models	1. Reviewing and Analyzing Curriculum Concept Models 2. Examining and Analyzing PNF Curriculum Development Models	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, and 3 X 50 FGDs	Lecture, Question and Answer 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on Curriculum Concept Models **Library:** *Yatim Riyanto, 2005. Curriculum Concepts and Theories in Education. Lecture Diktat. SIC Surabaya.*	3%
6	1. Able to understand the concept of curriculum evaluation 2. Able to understand curriculum evaluation models	1. Examining the Concept of Curriculum Evaluation 2. Conducting a Study of Curriculum Evaluation Models	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, 3 X 50 FGDs	Lectures, Q&A, FGD	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Concept of Curriculum Evaluation **Library:** *Scholar*	3%

7	Able to understand the philosophical and psychological foundations of curriculum development. Able to understand the socio-cultural foundations, developments in science and technology in curriculum development	Creating Curriculum Evaluation Instruments	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Discussions and Questions and Answers 3 X 50	Lectures, Discussions and Questions and Answers 3 X 50	**Material:** Material on the philosophical and psychological foundations of curriculum development. Able to understand the socio-cultural foundations, developments in science and technology in curriculum development. **Reader:** *Nana Syaodih Sukmadinata. 1997. Theory and Practice Curriculum Development. PT. Rosdakarya Youth, Bandung.*	4%
8	UTS	Students are able to give logical and coherent answers to the UTS questions given according to the material that has been presented	**Criteria:** Students are able to answer questions as fully as possible **Form of Assessment** : Project Results Assessment / Product Assessment	Written/Oral Test 3 X 50	Written/Oral Test 3 X 50	**Material:** UTS Material **Library:** *Yatim Riyanto, 2005. Curriculum Concepts and Theories in Education. Lecture Diktat. SIC Surabaya.*	20%
9	Able to Know the Nature of Equal Education	1. Students understand the legal basis for equal education 2. Students Understand Types of Equal Education 3. Students Understand the Goals and Benefits of Equal Education 4. Students Understand the Goals of Equality Education	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, and Discussions 3 X 50	Lectures, Questions and Answers, and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material about Knowing the Essence of Equal Education **Library:** *Oemar Hamalik. 2010. Curriculum Development Management. PT. Rosdakarya Youth: Bandung*	4%
10	Able to Know the Equivalent Education Curriculum	Students Understand the Ktsp Curriculum in Equal Education	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, and Discussions 3 X 50	Lectures, Questions and Answers, and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material about Knowing the Essence of Equal Education **Literature:** *Null, Wesley. 2011. Curriculum: From Theory To Practice. Rowman & Littlefield Publishers : United Kingdom. (e-book version)*	4%

11	Able to understand the nature of courses and training	1. Students understand the concept of courses and training 2. Students Understand Course and Training Objectives 3. Students Understand Course and Training Goals 4. Students Understand the Characteristics of Course and Training Participants	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, and Discussions 3 X 50	Lectures, Questions and Answers, and Discussions 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on the Nature of Courses and Training **Library:** *Yatim Riyanto, 2005. Curriculum Concepts and Theories in Education. Lecture Diktat. SIC Surabaya.*	4%
12	Able to Know the Course and Training Curriculum	1. Students Understand the Formulation of Course and Training Objectives 2. Students understand the preparation of course and training curricula 3. Students Understand Learning Methods 4. Students Understand the Learning Process	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Presentation, Discussion and Questions and Answers 3 X 50	Presentation, Discussion and Questions and Answers 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material on the Nature of Courses and Training **References:** *Null, Wesley. 2011. Curriculum: From Theory To Practice. Rowman & Littlefield Publishers : United Kingdom. (e-book version)*	4%
13	Able to Know the Characteristics of PAUD	1. Students understand the concept of PAUD 2. Students Understand PAUD Learning 3. Students understand the principles of early childhood development 4. Students Understand Developmental Aspects of PAUD 5. Students Understand PAUD Learning Orientation	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Presentation, Discussion and Questions and Answers 3 X 50	Presentation, Discussion and Questions and Answers 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material about Knowing the Characteristics of PAUD **Library:** *Oemar Hamalik. 2010. Curriculum Development Management. PT. Rosdakarya Youth: Bandung*	4%
14	Able to understand the nature of the PAUD curriculum	1. Students Understand the PAUD Curriculum 2. Students understand the function of the PAUD curriculum 3. Students Understand the Role of the PAUD Curriculum 4. Students Understand Various Kinds of PAUD Curriculum	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Presentation, Discussion and Questions and Answers 3 X 50	Presentation, Discussion and Questions and Answers 3 X 50	**Material:** Books 1, 2, 3, 4 **Bibliography:** **Material:** Material about Knowing the Characteristics of PAUD **Library:** *Oemar Hamalik. 2010. Curriculum Development Management. PT. Rosdakarya Youth: Bandung*	4%

| 15 | Review Curriculum Development Materials | Students Understand the Concept of Equality Programs, Courses/Training and Early Childhood Education | **Criteria:** Students are able to understand 75 percent of the material

Form of Assessment : Participatory Activities | Video Screening and FGD
3 X 50 | Video Screening and FGD
3 X 50 | **Material:** Material on Curriculum Development
Library: *Oemar Hamalik. 2010. Curriculum Development Management. PT. Rosdakarya Youth: Bandung* | 4% |
| 16 | UAS | Students are able to give logical and coherent answers to the UTS questions given according to the concepts that have been presented | **Criteria:** Students are able to answer questions as fully as possible

Form of Assessment : Project Results Assessment / Product Assessment | Written/Oral Test
3 X 50 | IHHHT Written/Oral Test
3 X 50 | **Material:** All library sources **:**

Material: UAS Material
Library: *Yatim Riyanto, 2005. Curriculum Concepts and Theories in Education. Lecture Diktat. SIC Surabaya.* | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		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** 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.