



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
School Curriculum	8820303254	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Arik Susanti, S.Pd, M.Pd		Esti Kurniasih, S.Pd., M.Pd			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																									
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.																																																																																								
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Master the concepts of principles of curriculum, history and development of English curriculum in national and global perspectives.																																																																																								
	PO - 2	Plan, carry out and evaluate needs, situational analysis, goals and course design effectively and creatively.																																																																																								
	PO - 3	Apply critical thinking and analytical skills in solving problems related to the history of the English curriculum in Indonesia.																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">P.O</th> <th style="width: 20%;">PLO-12</th> <th style="width: 20%;">PLO-16</th> <th colspan="4"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td colspan="4"></td> </tr> </tbody> </table>						P.O	PLO-12	PLO-16					PO-1							PO-2							PO-3																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="width: 15%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						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																
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Short Course Description	This subject introduces the definition, the notion, the concepts and aspects of a curriculum. This course also explains and analyzes the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy toward English national curriculum(s), from 1949 to independent curriculum. Then the changes of the curriculum are analyzed based on the notion, concept and aspects. The teaching and learning activity is conducted through discussion, case study, and presentation in group.																																																																																									
References	Main :																																																																																									

1. 1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
2. 2. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas
3. 3. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus
4. 4. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA 2022. Capaian Pembelajaran Bahasa Inggris Fase A-Fase F
5. 5. Pandualan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Menengah. 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA
6. 7. Yudi, Bambang and Utami, Sri. (2016). History of Indonesian Curriculum. Malang. Malang University Press.

Supporters:

1. 1. Yudi, Bambang and Utami, Sri. (2016). History of Indonesian Curriculum. Malang. Malang University Press.
2. 2. 3. Tom Hutchinson and Eunice Torres. 2016. The textbook as agent of change. Cambridge; Cambridge University press

Supporting lecturer

Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.
Ririn Pusparini, S.Pd., M.Pd.
Esti Kurniasih, S.Pd., M.Pd.
Arik Susanti, 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	To explain the notion of curriculum (definition, principles, and concepts and aspects background of curriculum)	To explain the notion of curriculum (definition, principles, and concepts and aspects background of curriculum)	<p>Criteria: score 1-100</p> <p>Form of Assessment : Participatory Activities</p>	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in Sida Summarizing the concept of 2013vcriculum using graphic organizer 2 X 50	<p>Material: Core competencies and basic competencies of the 2013 curriculum</p> <p>References: 2. <i>Ministry of National Education. (2013). 2013 Curriculum: Curriculum 2013 English Language Subjects for High School, and MA, SMP and MTS. Jakarta: Ministry of National Education</i></p>	2%
2	<ol style="list-style-type: none"> 1.To analyze syllabus design to curriculum development 2.To explain the changing needs for foreign languages in Europe 3.To explain the concept of English for Specific purposes 	To explain the concepts of 2013 curriculum)	<p>Criteria: score 1-100</p> <p>Form of Assessment : Participatory Activities</p>	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in SIDIA Summarizing the concept the changing needs for foreign languages in Europe and the concept of English for Specific purposes 2 X 50	<p>Material: Basic competencies for class 7 and class 8</p> <p>References: 2. <i>Ministry of National Education. (2013). 2013 Curriculum: Curriculum 2013 English Language Subjects for High School, and MA, SMP and MTS. Jakarta: Ministry of National Education</i></p>	2%

3	To analyze need analysis	To explain the concept of independent curriculum (CPL)	Criteria: score 1-100 Form of Assessment : Participatory Activities, Tests	Presenting the results of summarizing using PPT. Asking and questioning about their presentation. Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summarizing the concept of need analysis and types of need analysis 2 X 50	Material: Basic competencies for high school grades 10, 11 and 12 References: 2. <i>Ministry of National Education. (2013). 2013 Curriculum: Curriculum 2013 English Language Subjects for High School, and MA, SMP and MTS. Jakarta: Ministry of National Education</i>	2%
4	To analyze situation analysis	To analyze situation analysis	Criteria: score 1-100 Form of Assessment : Participatory Activities, Tests	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summarizing the concept of situation analysis and types of situation analysis 2 X 50	Material: Independent curriculum on learning outcomes Literature: 3. <i>Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions</i>	2%

5	o analyze the independent curriculum regarding phases A, B, C	To analyze the independent curriculum regarding phases A, B, C	<p>Criteria: score 1-100</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>1. Giving orientation for problems to students about a certain case about ESP. After that ask students do solve the problem based on the case</p> <p>2. Organizing students Dividing the class into several groups Helping students how to solve the problem based on the case in group collaboratively</p> <p>3. Guiding students to conduct a research Providing students works sheets and lots of literature or theory to solve that problem deciding the solution 2 X 50</p>	<p>4. Continuing, developing and uploading their group work in SIDIA 2 X 50</p>	<p>Material: Independent curriculum regarding Phase A, B, C Learning Achievements References: 3. <i>Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions</i></p> <hr/> <p>Material: Independent curriculum on Learning Achievements. Phase D Library: 5. <i>Assessment Learning Guide. Early Childhood Education, Primary Education and Secondary Education. 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA</i></p>	15%
6	To analyze planning goals, learning outcomes, course planning and syllabus design	To analyze planning goals, learning outcomes, course planning and syllabus design	<p>Criteria: score1-100</p> <p>Form of Assessment : Participatory Activities</p>	<p>Presenting their work based on the PPT that they have created Giving comments or feedback when other group presents Writing reflective journal about the concept of curriculum 2 X 50</p>	<p>Analyzing and Evaluating Revising their work based on their friends' feedback and comments Publish their work in wall gallery Write their reflection the teaching of learning process today 2 X 50</p>	<p>Material: Independent CP curriculum about phase D References: 2. <i>Ministry of National Education. (2013). 2013 Curriculum: Curriculum 2013 English Language Subjects for High School, and MA, SMP and MTS. Jakarta: Ministry of National Education</i></p>	20%

7	To analyze the independent curriculum in phase E	To analyze independent curriculum phase E	Criteria: score 1-100 Form of Assessment : Portfolio Assessment	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Presenting independent curriculum phase E 2 X 50	Material: Independent curriculum regarding Phase E Learning Achievements Reference: 4. <i>BODY OF EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA 2022. English Language Learning Achievements Phase A-Phase F</i>	5%
8	Independent curriculum regarding Phase F Learning Achievements	Independent curriculum regarding Phase F Learning Achievements	Form of Assessment : Participatory Activities	2 X 50		Material: Independent curriculum regarding Phase F Learning Achievements References: 3. <i>Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions</i> <hr/> Material: Independent curriculum regarding Phase F Learning Achievements References: 4. <i>STANDARDS, CURRICULUM AND EDUCATIONAL ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA 2022. English Language Learning Achievements Phase A-Phase F</i>	8%

9	To explain 2013 curriculum	To explain 2013 curriculum	Criteria: score 1-100 Form of Assessment : Test	2 X 50		Material: 2013 curriculum Bibliography: 2. Ministry of National Education. (2013). 2013 Curriculum 2013 English Language Subjects for High School, and MA, SMP and MTS. Jakarta: Ministry of National Education	7%
10	To explain The origins of Language Curriculum Development	To analyze 2013 curriculum	Criteria: score 1-100 Form of Assessment : Portfolio Assessment, Practical Assessment	Presenting the results of summarizing of reasons and purposes of 2013 curriculum Presenting the English basic competency, assessment, and learning process based on 2013 curriculum Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summarizing the concept of 2013 curriculum in Indonesia, English basic competence, graduate competence, basic competence, learning process and assessment	Material: The origin of Language Curriculum Development References: 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
11	To explain from syllabus design to curriculum development	To explain emergency curriculum	Criteria: score 1-100 Form of Assessment : Portfolio Assessment	Presenting the results of syllabus design to curriculum development Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summarizing the concept of emergency curriculum 2 X 50	Material: from syllabus design to curriculum development References: 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	4%
12	To explain independent curriculum (nerdeka curriculum)	To explain independent curriculum (nerdeka curriculum)	Criteria: score 1-100 Form of Assessment : Portfolio Assessment	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Classifying the concept of need analysis Summarizing the concept of need analysis using PPT 2 X 50	Material: need analysis References: 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	4%

13	To explain independent curriculum (nerdeka curriculum)	To explain situation analysis	Criteria: score 1-100 Form of Assessment : Participatory Activities	Presenting the results of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. Writing their reflection on the teaching of learning process. 2 X 50	Reading materials in LMS SIDIA Classifying the concept of situation analysis Summarizing the concept of situation analysis using PPT 2 X 50	Material: situation analysis References: 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	2%
14	To explain the variety of curriculum applied in Indonesia now	To explain the variety of curriculum applied in Indonesia now	Criteria: score 1-100 Form of Assessment : Participatory Activities	1. Giving orientation for problems to students about many types of English text and giving assignments about planning goals and learning outcomes 2. Organizing students by dividing the class into several groups and helping students how to explain the materials 3. Guiding students to conduct a research by providing scaffolding or students' worksheet to solve case study related to planning goals and learning outcomes 2 X 50	4. Continuing, developing and uploading their group work in SIDIA presenting Cretaing PPT and uploading in SIDIA 2 X 50	Material: planning goals and learning outcomes References: 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	15%
15	To explain course planning and syllabus design	To explain course planning and syllabus design	Criteria: score 1-100	Presenting their work based on the PPT that they have created Giving comments or feedback when other groups present Writing notes when their lecturer provides some comments or feedback. 2 X 50	5. Analyzing and Evaluating After students present their work, they review their work in group collaboratively 6. Every student writes their reflection on the teaching of learning process 2 X 50		20%

16	FINAL ASSIGNMENT/FINAL TEST/UAS		Form of Assessment : Test	Test 2 X 50		<p>Material: 2013 curriculum, independent curriculum and text types Library: 5. <i>Assessment Learning Guide. Early Childhood Education, Primary Education and Secondary Education. 2022.</i> <i>EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA</i></p> <p>Material: planning goals, learning outcomes, course planning and syllabus design References: 1. <i>Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge University Press.</i></p>	7%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	58.5%
2.	Portfolio Assessment	23%
3.	Practical Assessment	2.5%
4.	Test	16%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.