



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																	
School Curriculum	8620202357	Compulsory Study Program Subjects	T=1	P=1	ECTS=3.18	2	May 11, 2023																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
	Prof. Dr. Siti Masitoh, M.Pd. ; Danis Ade Dwirisnanda, S.Pd., M.Hum		Prof. Dr. Siti Masitoh, M.Pd.			Dr. H. Pamuji, M.Kes.																																																		
Learning model	Project Based Learning																																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																							
	Program Objectives (PO)																																																							
	PO - 1	Students are expected to have comprehensive insight both theoretically and practically regarding the curriculum and have the skills and attitudes needed by prospective teachers in developing a curriculum for the field of guidance and counseling.																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>						P.O	PO-1																																															
P.O																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin: auto;"> <thead> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th><th style="padding: 5px;">2</th><th style="padding: 5px;">3</th><th style="padding: 5px;">4</th><th style="padding: 5px;">5</th><th style="padding: 5px;">6</th><th style="padding: 5px;">7</th><th style="padding: 5px;">8</th><th style="padding: 5px;">9</th><th style="padding: 5px;">10</th><th style="padding: 5px;">11</th><th style="padding: 5px;">12</th><th style="padding: 5px;">13</th><th style="padding: 5px;">14</th><th style="padding: 5px;">15</th><th style="padding: 5px;">16</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">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> </tbody> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
Short Course Description	This course examines curriculum concepts and curriculum development, curriculum design, foundations of curriculum development, curriculum development models so that students are expected to be able to apply the principles of curriculum development in curriculum development in schools, especially in the field of special education.																																																							
References	Main :																																																							
	<ol style="list-style-type: none"> 1. Gysbers, N. C dan Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria. 2. Hidayati, Wiji. 2012. Pengembangan Kurikulum.. Yogyakarta: PEDAGOGIA 3. Sudarman. 2019. Pengembangan Kurikulum, Kajian Teori & Praktik . Samarinda: Mulawarman University Press. 																																																							
	Supporters:																																																							
Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd. Danis Ade Dwirisnanda, S.Pd., M.Hum.																																																							
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	Lecture Orientation	Understanding Curriculum	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	Recitation & FGD 2 X 50	Lecture orientation Understanding curriculum	<p>Material: School curriculum Reader: <i>Hidayati, Wiji. 2012. Curriculum Development.. Yogayakarta: PEDAGOGIA</i></p>	3%
2	Understand the meaning of curriculum and curriculum dimensions and the relationship between curriculum and curriculum dimensions	<p>1.1. Students can explain the meaning of curriculum and curriculum dimensions</p> <p>2.2. Students are able to relate the curriculum to the curriculum dimensions</p>	<p>Criteria: The more you can relate, the more perfect the value</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative approach 2 X 50	Students discuss, do assignments	<p>Material: Library Curriculum Development : <i>Sudarman. 2019. Curriculum Development, Theory & Practice Study. Samarinda: Mulawarman University Press.</i></p>	2%
3	Understand the nature of curriculum development, the position of the curriculum in education/learning, differences in curriculum and learning patterns of the relationship between curriculum and learning	<p>1. Students can explain the essence of curriculum development, the position of the curriculum</p> <p>2. Students can differentiate between curriculum and learning</p> <p>3. Students can describe the relationship between curriculum and learning</p>	<p>Criteria: The more correct the answer, the more perfect the score</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning 2 X 50	Students discuss, do assignments, make reports	<p>Material: Curriculum development References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	2%
4	Understand the philosophical basis of curriculum development, the psychological basis of curriculum development, the sociological basis of curriculum development, the science and technology basis of curriculum development	<p>Students can explain the philosophical basis for curriculum development, the psychological basis for curriculum development, the sociological basis for curriculum development, the science and technology basis for curriculum development</p>	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50	Students discuss, do assignments and make reports	<p>Material: Philosophical basis for curriculum development References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	2%
5	Student curriculum components	<p>Students can explain curriculum components. Students are able to identify the advantages and disadvantages of curriculum components</p>	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50	Students discuss, do assignments and make reports	<p>Material: Curriculum components Reader: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	2%

6	Understand curriculum principles	Students can explain curriculum principles. Students can analyze curriculum principles that are optimal and those that are not	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Curriculum principles</p> <p>References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	2%
7	Students understand curriculum models, types of curriculum models, differences in curriculum models	Students can explain curriculum models, types of curriculum models, differences between curriculum models	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Curriculum types and models</p> <p>References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	2%
8	UTS	Students can explain. Students are able to analyze	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Test</p>	Problem based learning 2 X 50		<p>Material: Evaluation of meeting materials 1 - 7</p> <p>References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	10%
9	Understand curriculum development approaches and identify various approaches in curriculum development	Students can explain approaches to curriculum development. Students identify the strengths and weaknesses of the curriculum approach used	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Library Curriculum Development : <i>Hidayati, Wiji. 2012. Curriculum Development.. Yogyakarta: PEDAGOGIA</i></p>	5%
10	Understand the meaning of evaluation and several curriculum evaluation models	Students can explain the meaning of evaluation and several curriculum evaluation models. Students choose the appropriate curriculum evaluation model	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Curriculum evaluation</p> <p>Reader: <i>Hidayati, Wiji. 2012. Curriculum Development.. Yogyakarta: PEDAGOGIA</i></p>	5%

11	Understand the function and role of the curriculum in education/learning	Students can explain the function and role of the curriculum in education/learning	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Function and role of curriculum References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	10%
12	Understand the 2013 curriculum development process, the independent learning curriculum	Students can explain	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Curriculum 13 and independent learning Reader: <i>Hidayati, Wiji. 2012. Curriculum Development.. Yogyakarta: PEDAGOGIA</i></p>	10%
13	Understand the meaning of innovation in the curriculum, identify elements and characteristics of innovation in the curriculum, adopt and implement educational innovation in the curriculum	Students can explain the meaning of innovation in the curriculum, identify elements and characteristics of innovation in the curriculum, adopt and implement educational innovation in the curriculum	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Innovation and curriculum elements References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	10%
14	Understand the meaning of the 2013 curriculum syllabus and learning planning, the independent learning curriculum	Students can explain the learning planning for the 2013 curriculum, the independent learning curriculum	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative learning, problem-based learning 2 X 50		<p>Material: Understanding the syllabus References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	10%

15	Understand the meaning of teacher books and student books in implementing the 2013 curriculum and the independent learning curriculum	Students explain the meaning of teacher books and student books in implementing the 2013 curriculum and the independent learning curriculum. Understand how to choose teacher books and student books that are in accordance with the objectives of the 2013 curriculum and the independent learning curriculum	Criteria: The more precise and complete it is, the more perfect its value Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative learning, problem-based learning 2 X 50		Material: Teacher and student books Reader: Hidayati, Wiji. 2012. Curriculum Development.. Yogyakarta: PEDAGOGIA	10%
16	UAS	Evaluate meetings 9 to 15	Criteria: The better the content, the better the value. Form of Assessment : Test	2 X 50		Material: Evaluation of meeting materials 9 to 15 References: Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	15%
4.	Test	25%
		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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

