



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study the School Curriculum	8720103194		T=3	P=0	ECTS=4.77	2	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator	
		Dr. Agus Suprijono, M.Si.		Dr. Agus Suprijono, M.Si.		Dr. Wisnu, M.Hum.	
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					
Short Course Description	The course content is focused on 2 things, namely the state of the art educational curriculum and analysis of the history education curriculum. The state of the art is accentuated on the nature of the educational curriculum, the foundations of educational curriculum development, the principles of educational curriculum development, educational curriculum development and organization models, educational curriculum integration models and curriculum evaluation models. Analysis of the history education curriculum is accentuated on the history of the history education curriculum, the basic framework and structure of the curriculum, as well as the history learning system. The learning epistemology developed for course and competency learning outcomes is an expository, explanatory and exploratory approach.						
	<p>References Main :</p> <ol style="list-style-type: none"> 1. Dokumen kurikulum yang berlaku 2. Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku 3. Buku-buku Sejarah untuk SMA/MA, dan SMK 4. Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences. Hongkong: Asia Society, Partnership for Global Learning. 5. Heidi Hayes Jacobs, 2010, Curriculum 21: Essential Education for a Changing World , North Beauregard St.Alexandria: ASCD Larn, Teach, Led <p>Supporters:</p>						
Supporting lecturer	Dr. Agus Suprijono, M.Si. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A.						
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	Analyzing the nature of the history education curriculum	Analyzing the nature of the history education curriculum	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
2	Able to analyze the basis for curriculum development	Analyzing the basis for developing a history education curriculum	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
3	Able to analyze the development of K.13/Kurnas based on curriculum integration principles and models	Analyzing the principles of history education curriculum development	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
4	Able to analyze K.13 development based on curriculum integration principles and models	Analyzing the history education curriculum development and organization model. Analyzing the history education curriculum integration model	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
5	Able to analyze K.13 development based on curriculum integration principles and models	Analyzing the history education curriculum development and organization model. Analyzing the history education curriculum integration model	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
6	Able to analyze K.13 development based on curriculum integration principles and models	Analyzing the history education curriculum development and organization model. Analyzing the history education curriculum integration model	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
7	Able to analyze K.13 development based on curriculum integration principles and models	Analyzing the history education curriculum development and organization model. Analyzing the history education curriculum integration model	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
8	UTS		Criteria: Individual Form of Assessment : Participatory Activities	written test 3 X 50			15%
9	Able to analyze curriculum developments in Indonesia	Describe the history of the development of the history education curriculum in Indonesia	Criteria: individual Form of Assessment : Participatory Activities	Lecture, Q&A, discussion, suggestion menu 3 X 50			5%
10	Able to analyze the structure of the SMA & MA curriculum	Analyze the structure of the history education curriculum in SMA/MA/equivalent	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
11	Able to analyze history learning objectives in the SMA & MA history curriculum	Analyzing history learning objectives in the history education curriculum in SMA/MA/equivalent	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%

12	Able to analyze the K.13 history learning model	Analyzing history learning models in the history education curriculum in SMA/MA/equivalent	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
13	Able to analyze textbooks based on K.13/Kurnas	Analyzing history education curriculum textbooks in SMA/MA/equivalent	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
14	Able to analyze textbooks based on K.13/Kurnas	Analyzing history education curriculum textbooks in SMA/MA/equivalent	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
15	Able to analyze the K.13 assessment system based on the curriculum evaluation model	Analyzing the history education curriculum evaluation system in SMA/MA/equivalent. Analyzing history education curriculum evaluation models	Criteria: individual Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, assignments 3 X 50			5%
16			Form of Assessment : Test				15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	85%
2.	Test	15%
		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** 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.
- 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.

