

Short Course Description	School curriculum courses are basic skills cluster courses developed to support the profile of history education study program graduates as teachers. The course contains material on basic educational curriculum concepts, educational curriculum development concepts, educational curriculum development model concepts, educational curriculum evaluation model concepts. The urgency of understanding these concepts is that students are able to evaluate secondary school operational documents and are able to develop school operational curriculum documents 1,2,3						
References	Main :						
	<ol style="list-style-type: none"> 1. Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education . London: Earthscan 2. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah sanawiyah (SMP/Mts) Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) . Jakarta: Kemendikbud 3. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Buku Guru Ilmu Pengetahuan Sosial . Jakarta: Kemendikbud 4. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 5. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016. Standar Proses Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 6. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016. Standar Penilaian Pendidikan . Jakarta: Kemendikbud 7. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 8. Kementerian Pendidikan Dan Kebudayaan Jakarta, 2016. Kompetensi Inti Dan Kompetensi Dasar Sekolah Menengah Pertama/Madrasah Tsanawiyah (Smp/Mts) . Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) 9. Sutmaadmadja , N, 2005. MetodologiPengajaranIPS , . Jakarta: BumiAksara 						
	Supporters:						
	<ol style="list-style-type: none"> 1. Baharun, Hasan, 2017,Teori dan Praktik Pengembangan Kurikulum, Yogyakarta: Pustaka Nurj 2. Fauzan, 2017, Kurikulum dan Pembelajaran: Tangerang:GP Press 3. Masykur, R, 2019, Teori dan Telaah Pengembangan Kurikulum, Lampung: Aura 						
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Riyadi, S.Pd., M.A. Dr. Izzatul Fajriyah, 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	Analyze the definition, objectives and functions of the educational curriculum	<ol style="list-style-type: none"> 1. Formulate a definition of the educational curriculum from various thoughts of curriculum experts 2. Formulate educational curriculum objectives from various thoughts of curriculum experts 3. Formulate the function of the educational curriculum from various thoughts of curriculum experts 	Criteria: benchmark assessment Form of Assessment : Participatory Activities	Lecture and respond 2 X 50	Lecture and respond to Small group discussions and recitations	Material: definition, objectives and functions of the educational curriculum Library: Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj Material: definition, objectives and functions of the educational curriculum Reference: Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura	5%

2	Applying the definition, objectives and functions of the educational curriculum to the development of secondary school operational curricula	Compiling bibliographic annotation reports: conceptual definitions, objectives, and curriculum functions of journal articles	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecture and respond	Small group discussion and recitation	<p>Material: definition, objectives and function of the educational curriculum in the development of secondary school operational curriculum</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: definition, objectives and function of the educational curriculum in the development of operational curriculum for secondary schools.</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: definition, objectives, and function of the educational curriculum in the development of operational curriculum for secondary schools.</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	5%
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3	Analyze the foundations, principles and approaches to educational curriculum development	<ol style="list-style-type: none"> 1. Formulate the basis for educational curriculum development from various thoughts of educational curriculum experts 2. Formulate the principles of educational curriculum development from various thoughts of educational curriculum experts 3. Formulate an approach to developing an educational curriculum from various thoughts of educational experts 4. Compiling bibliographic annotations 	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecture and respond	Small group discussion and recitation	<p>Material: Concept of educational curriculum development: Foundations, Principles, Approaches</p> <p>Literature: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of educational curriculum development: Foundations, Principles, Approaches</p> <p>Library: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum development: Foundations, Principles, Approaches</p> <p>Library: <i>Fauzan, 2017, Curriculum and Learning: Tangerang: GP Press</i></p> <hr/> <p>Material: Concept of educational curriculum development: Foundations, Principles, Approaches</p> <p>Literature: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	5%
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4	Applying the foundations, principles and approaches to educational curriculum development in the development of secondary school operational curricula	Prepare a conceptual study report on the basis of principles and development approaches in school operational curriculum documents	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities</p>	Form: Lecture and response	Small group discussion and recitation	<p>Material: Concept of educational curriculum development: foundations, principles, approaches</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of educational curriculum development: foundations, principles, approaches</p> <p>Bibliography: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum development: foundations, principles, approaches</p> <p>Reader: <i>Fauzan, 2017, Curriculum and Learning: Tangerang: GP Press</i></p> <hr/> <p>Material: Concept of educational curriculum development: foundations, principles, approaches</p> <p>References: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	5%
5	Analyzing the concept of curriculum development models	<ol style="list-style-type: none"> 1. Comparing educational curriculum development models 2. Drawing up bibliographic annotations 	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities</p>	lecture and respond	small group discussions and recitations	<p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>References:</p>	5%

						<p><i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Fauzan, 2017, Curriculum and Learning: Tangerang: GP Press</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	
6	Applying the concept of one of the educational curriculum development models to the development of	Prepare a conceptual study report on the Taba model in the school operational	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of</p>	lecture and respond	Small group discussion and recitation	<p>Material: Concept of educational curriculum development models: Tyler</p>	5%

	school operational curricula	curriculum document	Assessment : Participatory Activities			<p>Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: Concept of educational curriculum development models: Tyler Model, Taba Model, Wheeler Model, Nichols Model, Skilbeck Model, Saylor Model, Seller-Miller Model</p> <p>Library: <i>Masykur, R, 2019, Theory and Study of</i></p>
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						Curriculum Development, Lampung: Aura	
7	Analyzing the concept of educational curriculum evaluation models	<p>1. Formulate the concept of the CIPP model for evaluating educational curriculum</p> <p>2. Drawing up bibliographic annotations</p>	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities</p>	lecture and respond	Small group discussion and resilience	<p>Material: Concept of educational curriculum evaluation model CIPP Model</p> <p>References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of education curriculum evaluation model CIPP Model</p> <p>Library: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum evaluation model CIPP Model</p> <p>Library: <i>Fauzan, 2017, Curriculum and Learning: Tangerang: GP Press</i></p> <hr/> <p>Material: Concept of educational curriculum evaluation model CIPP Model</p> <p>Library: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%

8	Applying the CIPP model concept to the school operational curriculum	Prepare a conceptual study report on the CIPP model of curriculum evaluation in school operational curriculum documents	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Tests</p>	lecture and respond	small group discussions and recitations	<p>Material: Concept of educational curriculum evaluation model CIP Model</p> <p>Reference: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Concept of education curriculum evaluation model CIP Model</p> <p>Pustaka: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Concept of educational curriculum evaluation model CIP Model</p> <p>Library: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: Concept of education curriculum evaluation model CIP</p> <p>Library Model:</p>	3%
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9	Evaluate documents 1,2, and 3 of the high school operational curriculum	Assessing documents 1,2,3 of the high school operational curriculum	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities</p>	lecture and respond	small group discussions and recitations	<p>Material: High school operational curriculum documents References : <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Upper secondary school operational curriculum documents Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Upper secondary school operational curriculum document Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: Upper secondary school operational curriculum documents Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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10	Evaluate documents 1,2, and 3 of the high school operational curriculum	Assessing documents 1,2,3 of the high school operational curriculum	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lecture and respond	small group discussions and recitations	<p>Material: High school operational curriculum documents</p> <p>References : <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: Upper secondary school operational curriculum documents</p> <p>Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: Upper secondary school operational curriculum document</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: Upper secondary school operational curriculum documents</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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11	Evaluate documents 1,2, and 3 of the high school operational curriculum	Assessing documents 1,2,3 of the high school operational curriculum	Form of Assessment : Participatory Activities, Portfolio Assessment	lecture and respond	small group discussions and recitations	Material: High school operational curriculum documents References : <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i> ----- Material: Upper secondary school operational curriculum documents Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i> ----- Material: Upper secondary school operational curriculum document Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i> ----- Material: Upper secondary school operational curriculum documents Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i>	8%
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12	Prepare documents 1, 2 and 3 of the high school operational curriculum	Create documents 1,2,3 operational curriculum for high school and equivalent	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lecture and respond	small group discussions and recitations	<p>Material: School operational curriculum documents</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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13	Prepare documents 1, 2 and 3 of the high school operational curriculum	Create documents 1,2,3 operational curriculum for SMA equivalent	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities</p>	lecture and respond	small group discussions and recitations	<p>Material: School operational curriculum documents</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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14	Prepare documents 1, 2 and 3 of the high school operational curriculum	Create documents 1,2,3 operational curriculum for high school and equivalent	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lecture and respond	small group discussions and recitations	<p>Material: School operational curriculum documents</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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15	Prepare documents 1, 2 and 3 of the high school operational curriculum	Create documents 1,2,3 operational curriculum for high school and equivalent	<p>Criteria: Benchmark Assessment (PAP)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lecture and respond	small group discussions and recitations	<p>Material: School operational curriculum documents</p> <p>References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i></p> <hr/> <p>Material: School operational curriculum documents</p> <p>Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i></p>	8%
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16	Prepare documents 1, 2 and 3 of the high school operational curriculum	Create documents 1,2,3 operational curriculum for high school and equivalent	Criteria: PAP Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	lecture and respond	small group discussions and recitations	Material: School operational curriculum documents References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i> <hr/> Material: School operational curriculum documents Reference: <i>Baharun, Hasan, 2017, Theory and Practice of Curriculum Development, Yogyakarta: Pustaka Nurj</i> <hr/> Material: School operational curriculum documents Reference: <i>Fauzan, 2017, Curriculum and Learning: Tangerang:GP Press</i> <hr/> Material: School operational curriculum documents Reference: <i>Masykur, R, 2019, Theory and Study of Curriculum Development, Lampung: Aura</i> <hr/> Material: UAS Literature:	3%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	71.5%
2.	Portfolio Assessment	26%
3.	Test	2.5%
		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.

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.