



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and
Literature Education**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study the School Curriculum	8820103162		T=3	P=0	ECTS=4.77	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
		P.O																																
	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	Providing knowledge and mastery of curriculum design concepts, competency formulation, study substance in theory and application used in German language learning in high schools, vocational schools, educational & training institutions. This course has a weight of 3 credits. The field of MK study is in the form of policies, competency formulation, study substance, indicators and assessments. Lecture activities are theoretical and practical. This MK evaluation consists of a written test, participation in class, and assignment presentations.
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References	Main :
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1. Anderson, Le.W. dan Kreathwohl, D.R. 2001. A Taxonomy For Learning, Teaching, And Assesssing: A Revision of Bloom,s Taxonomy of Educational Objectives. New York. Longman.
2. Bruner, J. 1996. The Culture of Education. Cambridge, MA: Harvard University Press.
3. Calabrese Barton, A. 1998. Reframing &ldquoscience for all&rdquo through the politics of poverty. Educational Policy, 12, 525-541.
4. <http://www.ase.org.uk/documents/principles-and-big-ideas-of-science-education>.
5. Harding, S. 1998. Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies. Bloomington: Indiana University Press.
6. Kemendikbud. 2013. Peraturan Pemerintah No.32 Tahun 2013 tentang perubahan atas PP No. 19 tahun 2005 tentang Standar Nasional pendidikan (Lembar Negara RI Tahun 2013 No.71, Tambahan Lembar Negara). Jakarta.
7. Kemendikbud. 2013. Permendikbud No.54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. Jakarta.
8. Kemendikbud. 2013. Permendikbud No.64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah. Jakarta.
9. Kemendikbud. 2013. Permendikbud No.65 Tahun 2013 tentang Standar proses Pendidikan Dasar dan Menengah. Jakarta.
10. Kemendikbud. 2014. Permendikbud No.66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah. Jakarta.
11. Kemendikbud. 2013. Permendikbud No.69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah. Jakarta.
12. Kemendikbud. 2013. Permendikbud No.69 Tahun 2013 tentang Implementasi Kurikulum. Jakarta
13. UU No 20 tahun 2003 tentang Sistem Pendidikan Nasional (lembar Negara RI tahun 2003 No. 78, Tambahan lembar Negara RI No. 4301). Jakarta.
14. Young, Jolee. And Elaine Chapman. 2010. Generic Competency Frameworks: a Brief Historical Overview. Education Research and Perspectives, Vol.37. No.1. The University of Western Australia.

Supporters:

Supporting lecturer
Dr. Suhartono, 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	Understand the nature of the curriculum	1. Understanding curriculum 2. The position of the curriculum in education 3. Curriculum function	Criteria: 1. Assessment signs: 2.1. From a historical perspective, we can see the development of the education curriculum in Indonesia since 1947, 1952, 1968, 1975, 1984, 1994, KTSP and its emphasis points. 3.2. From the psychological and philosophical side, we can see the parallelization of the development of educational philosophy and theory: traditional, positivism, cognitivism, to constructivism.	Discussion 3 X 50			0%

2	Understand the nature of the curriculum	1. Understanding curriculum 2. The position of the curriculum in education 3. Curriculum function	Criteria: 1. Assessment signs: 2.1. From a historical perspective, we can see the development of the education curriculum in Indonesia since 1947, 1952, 1968, 1975, 1984, 1994, KTSP and its emphasis points. 3.2. From the psychological and philosophical side, we can see the parallelization of the development of educational philosophy and theory: traditional, positivism, cognitivism, to constructivism.	Discussion 3 X 50			0%
3	Understand educational theory and curriculum models	1. Educational theory 2. Curriculum models		Discussion 3 X 50			0%
4	Understand educational theory and curriculum models	1. Educational theory 2. Curriculum models		Discussion 3 X 50			0%
5	Understand the basis of curriculum development	1. Philosophical basis 2. Psychological foundations 3. Socio-cultural foundations 4. Foundation for the development of science 5. Foundations of technological development		Discussion 3 X 50			0%
6	Understanding curriculum developments in Indonesia	1. Curriculum development before regional autonomy 2. Curriculum development after regional autonomy		Discussion 3 X 50			0%
7	Understanding curriculum developments in Indonesia	1. Curriculum development before regional autonomy 2. Curriculum development after regional autonomy		Discussion 3 X 50			0%
8	Understanding curriculum developments in Indonesia	1. Curriculum development before regional autonomy 2. Curriculum development after regional autonomy		Discussion 3 X 50			0%
9							0%
10							0%
11							0%
12							0%

13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.