



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
School Curriculum	8820102184	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	January 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Dr. Fafi Inayatillah, M.Pd.		Dr. Syamsul Sodik, M.Pd.		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program which is charged to the course
PLO-8 Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature

Program Objectives (PO)

PO-1 Able to utilize the concept of curriculum development to produce reports on the results of school curriculum studies

PLO-PO Matrix

P.O	PLO-8
PO-1	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description Mastering aspects of analyzing school curriculum by using the concepts of developing curriculum through direct learning activities, trainings, structured assignments, independent learning, and simulations to produce the reports of findings of analyzing curriculum that can be presented in class discussions and department's exhibitions

References **Main :**

1. Kurikulum Merdeka (s.id)
2. <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/#alur>
3. Kemendikbudristek. 2022. Kurikulum untuk Pemulihan Pembelajaran. Jakarta: Kemendikbudristek.
4. https://kurikulum.kemdikbud.go.id/file/1692927593_manage_file.pdf
5. <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>
6. Anggraena, Yogi, dkk. 2022. Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Sekolah Menengah. Jakarta: Kemendikbudristek.
7. Keputusan Kepala Badan Standar, Kurikulum, Asesmen Pendidikan Kemdikbudristek Nomor 003/H/KR/2022 tentang Perubahan atas Keputusan Kepala Badan Standar, Kurikulum, Asesmen Pendidikan Kemdikbudristek Nomor 008/H/KR/2022 tentang Capaian Pembelajaran Anak Usia Dini, Pendidikan Dasar, dan Sekolah Menengah pada Kurikulum Merdeka.
8. Cho, Jeasik & Trent, Allen. 2023. "Backward" Curriculum Design and Assessment: What Goes Around Comes Around, or Haven't We Seen This Before? Diunduh di <https://files.eric.ed.gov/fulltext/EJ795704.pdf>
9. Davila, Aliandro. 2017. Wiggins, G., & McTighe, J. (2005) Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD. Diunduh di https://www.researchgate.net/publication/318021095_Wiggins_G_McTighe_J_2005_Understanding_by_design_2nd_ed_Alexandria_VA_Association_for_Supervision_and_Curriculum_Development_ASCD
10. 10. Keputusan Kepala Badan Standar, Kurikulum, Asesmen Pendidikan Kemdikbudristek Nomor 009/H/KR/2022 tentang Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka
11. 11. Satria, Rizky, dkk. 2022. Panduan Pengembangan Proyek Penguatan Pelajar Pancasila. Jakarta: Kemendikbudristek.
12. 12. Kemendikbudristek. 2000. Kajian Pengembangan Profil Pelajar Pancasila. Jakarta: Kemendikbudristek
13. 13. Hastasasi, Windy, dkk. 2022. Panduan Pengembangan Kurikulum Operasional Satuan Pendidikan. Jakarta: Kemendikbudristek.

Supporters:

1. -
2. 1. Dokumen 1 Kurikulum Operasional Satuan Pendidikan (SMP)
3. 1. Dokumen 1 Kurikulum Operasional Satuan Pendidikan (SMA)

Supporting lecturer Dr. Syamsul Sodik, M.Pd.
Dr. Fafi Inayatillah, 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	1.Explain the concept and background of the Independent Curriculum 2.Students can analyze the Independent Curriculum Paradigm	1.1. Explain the learning crisis after the Covid-19 pandemic 2.2. Analyze the Independent Curriculum Philosophy!	Criteria: 1.3: 3 explanations are correct 2.2: 2 explanations are correct 3.1:1 correct explanation 4.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	Scientific approach 2 X 50	-	Material: - Library: National Education Standards Agency. 2006. Guide to Preparing Educational Unit Level Curriculum. Jakarta: Ministry of National Education.	5%
2	Students can analyze the characteristics of the Independent Curriculum	1.1. analyze the development of soft skills and character in the Independent Curriculum 2.2. analyze the essential material of the Independent Curriculum 3.3. analyze flexible learning in the Independent Curriculum	Criteria: 1.3: 3 explanations are correct 2.2: 2 explanations are correct 3.1:1 correct explanation 4.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50			5%

3	Students can identify learning principles in the independent Curriculum	Explain the content of the SKL for the attitude aspect. Explain the content of the SKL for the knowledge aspect. Explain the content of the SKL for the skills aspect	Criteria: 1.3: 3 explanations are correct 2.2: 2 explanations are correct 3.1.1 correct explanation 4.0: all answers are wrong or no answer Form of Assessment : Test	Scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 34 of 2018 concerning SKL. Jakarta. Ministry of Education and Culture.	5%
4	Students can identify assessment principles in the Independent Curriculum	Explaining the content standards for the attitude aspect. Explaining the content standards for the knowledge aspect	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	Scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 34 of 2018 concerning SKL. Jakarta. Ministry of Education and Culture.	2%
5	Students can get to know the uniqueness of Indonesian language subjects in the Independent Curriculum	Explain the standard content of skills aspects	Criteria: 1.1.1 correct explanation 2.0: all answers are wrong or no answer Form of Assessment : Practice / Performance	Scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2016. Minister of Education and Culture of the Republic of Indonesia Regulation Number 23 of 2016 concerning Assessment Standards. Jakarta. Ministry of Education and Culture.	5%
6	Explain process standards	Explains learning approaches and models in K-13	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2016. Minister of Education and Culture of the Republic of Indonesia Regulation Number 22 of 2016 concerning Process Standards. Jakarta. Ministry of Education and Culture.	5%
7	Explain process standards	Explains the principles of learning in K-13. Explains the technical aspects of the learning process in K-13	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Practice / Performance	scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2016. Minister of Education and Culture of the Republic of Indonesia Regulation Number 22 of 2016 concerning Process Standards. Jakarta. Ministry of Education and Culture.	5%
8	Explain content standards	Explaining the content standards for the knowledge aspect. Explaining the content standards for the skills aspect	Criteria: 1.4: 4 explanation is correct 2.3: 3 explanations are correct 3.2: 2 explanations are correct 4.1.1 correct explanation 5.0: all answers are wrong or no answer Form of Assessment : Practice / Performance	Scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 35 of 2018 concerning the 2013 SMP/MTs Curriculum. Jakarta. Ministry of Education and Culture.	5%
9	Explain assessment standards	Explains attitude and knowledge assessment techniques in K-13	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50		Material: - Library: National Education Standards Agency. 2006. Guide to Preparing Educational Unit Level Curriculum. Jakarta. Ministry of National Education.	2%
10	Explain assessment standards	Explains skills assessment techniques in K-13	Criteria: 1.1.1 correct explanation 2.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 35 of 2018 concerning the 2013 SMP/MTs Curriculum. Jakarta. Ministry of Education and Culture.	2%
11	Review document I of the school curriculum	Explain the advantages and disadvantages of background in document I of the school curriculum	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50		Material: - Bibliography: Nuh, Muhammad. 2012. 2013 Curriculum Socialization Materials. Jakarta. School curriculum document.	2%
12	Review document I of the school curriculum	Explain the advantages and disadvantages of the school's vision, mission and goals in document I of the school curriculum	Criteria: 1.2: 2 explanations are correct 2.1.1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Participatory Activities	scientific approach 2 X 50		Material: - Library: National Education Standards Agency. 2006. Guide to Preparing Educational Unit Level Curriculum. Jakarta. Ministry of National Education.	2%

13	Review document I of the school curriculum	Explain the advantages and disadvantages of the curriculum structure in document I of the school curriculum	Criteria: 1.2: 2 explanations are correct 2.1:1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Practice / Performance	2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 36 of 2018 concerning the 2013 SMA/MA Curriculum. Jakarta: Ministry of Education and Culture.	5%
14	Review document I of the school curriculum	Explain the advantages and disadvantages of curriculum content in document I of the school curriculum	Criteria: 1.2: 2 explanations are correct 2.1:1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Project Results Assessment / Product Assessment	Scientific approach 2 X 50		Material: - Bibliography: Nuh, Muhammad. 2012. 2013 Curriculum Socialization Materials. Jakarta. School curriculum document.	10%
15	Review document I of the school curriculum	Explain the advantages and disadvantages of curriculum content in document I of the school curriculum	Criteria: 1.2: 2 explanations are correct 2.1:1 correct explanation 3.0: all answers are wrong or no answer Form of Assessment : Project Results Assessment / Product Assessment	scientific approach 2 X 50		Material: - Library: Ministry of Education and Culture. 2018. Minister of Education and Culture Regulation Number 36 of 2018 concerning the 2013 SMA/MA Curriculum. Jakarta: Ministry of Education and Culture.	10%
16	The project prepares a school curriculum report	Project	Criteria: Project Form of Assessment : Project Results Assessment / Product Assessment	The project prepares a school curriculum report	-	Material: - Library: National Education Standards Agency. 2006. Guide to Preparing Educational Unit Level Curriculum. Jakarta. Ministry of National Education.	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	20%
4.	Test	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.
- 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.