	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Bachelor of Mathematics Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study the School Curriculum	8420203217		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Endah Budi Rahaju, M.Pd.

Learning model	**Project Based Learning**
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)

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

Short Course Description	Studying the meaning of curriculum, the development of school mathematics curricula in Indonesia and other countries regarding the latest curriculum and the two previous curricula and their suitability to learning, curriculum analysis includes analysis of tasks and materials and designing a needs-based curriculum for secondary schools (SMP/SMA/SMK) by utilizing IT through task-based learning and discussion.
References	**Main :**

1. Ibrahim, dkk. 2013. Kurikulum Dan Pembelajaran. Jakarta: Rajarafindo Persada.
2. Sukmadinata, Nana Syaodih. 2013. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
3. Hamdani, Hamid. 2012. Pengembangan Kurikulum Pendidikan. Bandung: Pustaka Setia.
4. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century . Australia: Allen & Unwin.
5. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book . McGraw-Hill.
6. Depdikbud. 1975. Dokumen kurikulum. Jakarta
7. Depdikbud. 1994. Dokumen kurikulum. Jakarta
8. Depdikbud. 2006. Kurikulum Tingkat Satuan Pendiidikan. Jakarta
9. Kemendikbud. 2016. Dokumen kurikulum. Jakarta
10. Kemendikbud. 2017. Buku Siswa SMP, SMA, SMK. Jakarta
11. Kemendikbud. 2017. Buku Guru SMP, SMA, SMK. Jakarta

Supporters:	
Supporting lecturer	Dr. Endah Budi Rahaju, M.Pd. Prof. Rooselyna Ekawati, Ph.D. Ahmad Wachidul Kohar, S.Pd., M.Pd. Evangelista Lus Windyana Palupi, S.Pd., M.Sc. Nina Rinda Prihartiwi, 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	Understand the meaning, function and role of the school curriculum.	Explain the meaning, function and role of the school curriculum based on the curriculum that is currently in force and has previously been in force in Indonesia.		Collaborative approach (discussion and expository) 3 X 50			0%
2	Understand the foundations, components and principles of curriculum development.	1. Explain the basis for curriculum development. 2. Explain the components of curriculum development. 3. Explain the principles of curriculum development.		Collaborative approach (discussion and expository) 3 X 50			0%
3	Understanding the development of the school mathematics curriculum	Explain the development of the school mathematics curriculum		Collaborative approach (discussion and expository) 3 X 50			0%
4	Able to analyze the curriculum, including competency and material analysis	Analyzing the mathematics curriculum in 1975, 1994, 2006, and 2013, including competency and material analysis.		Collaborative approach (discussion and expository) 3 X 50			0%
5	Analyze the applicable junior high school mathematics curriculum content standards	Analyze the applicable junior high school mathematics curriculum content standards.		Collaborative approach (discussion and expository) 6 X 50			0%
6							0%
7	Able to formulate indicators for achieving junior high school mathematics competency	Develop indicators for achieving junior high school mathematics competency		Collaborative approach (discussion and expository) 3 X 50			0%

8	UTS	1. Explain the meaning, function and role of the school curriculum. 2. Explains the foundations, components and principles of curriculum development. 3. Explain the development of the school mathematics curriculum 4. Analyzing the 1975, 1994, 2006, and 2013 mathematics curriculum, including competency and material analysis		2 X 50			0%
9	Discover essential concepts and misconceptions about junior high school mathematics material	Finding essential concepts in junior high school mathematics material and learning. Finding misconceptions in junior high school mathematics material and solving them.		Collaborative approach (discussion and expository) 6 X 50			0%
10							0%
11	Understand and analyze content standards for high school and vocational mathematics curricula	Analyze applicable high school and vocational mathematics curriculum content standards.		Collaborative approach (discussion and expository) 3 X 50			0%
12	Able to formulate indicators for achieving high school and vocational Mathematics competencies	Develop indicators for achieving high school and vocational Mathematics competencies		Collaborative approach (discussion and expository) 6 X 50			0%
13							0%
14	Discover essential concepts and misconceptions about high school and vocational mathematics material	Discover essential concepts in high school and vocational mathematics material and its learning. Finding misconceptions in high school and vocational mathematics material and solving them		Collaborative approach (discussion and expository) 6 X 50			0%
15							0%

16	UAS	1. Analyze the applicable junior high school mathematics curriculum content standards2. Develop indicators of achievement of junior high school mathematics competency 3. Find essential concepts in junior high school mathematics material and its learning.4. Finding misconceptions in junior high school mathematics material and solving them.5. Analyze applicable high school and vocational mathematics curriculum content standards.6. Develop indicators of achievement of high school and vocational mathematics competencies. 7. Find essential concepts in high school and vocational mathematics material and their learning.8. Finding misconceptions in high school and vocational mathematics material and solving them.		2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.