



<b>Short Course Description</b>	This economics education curriculum course contains knowledge and insight into the philosophical, historical, jurisdic and sociological foundations of economic learning along with economic reviews, the foundations of economic learning, the Basic Foundations of the Curriculum in Higher Education, the Basic Foundations of the Curriculum in Schools, Secondary Schools, Concepts and curriculum in the field of economics in Higher Education, economics curriculum in Senior High Schools, development of education and learning, which is based on the formation of beautiful ideal character (faith, intelligence, independence, honesty and toughness) with theoretical and practical learning in schools and universities						
<b>References</b>	<b>Main :</b>	<ol style="list-style-type: none"> <li>Gagne, Robert M. 1985. <i>The Conditions of Learning and Theory of Instructions</i> 4th ed. New York: Holt, Rinehart and Winston</li> <li>Trianto, 2010. <i>Mendisain Model Pembelajaran Inovatif-Progresif</i>. Jakarta: Kencana.</li> <li>Teaching and learning further and higher education, A handbook by the education for employment project, 2007.</li> <li>Bruce Joyce, Marsha Weil, and Emily Calnoun. 2009. <i>Models of Teaching</i> (Eight Edition). Pearson Edition. Inc. Publishing as Allyn &amp; Bacon. One Lake Street. Upper Saddle River. New Jersey USA. 07458.2009. ISBN:0205593453.</li> <li>Starko, Alane, J. 2005. <i>Creativity in The Classroom : school of curious delight</i> .3 ed. Book published by Lawrence ErlbaumAssociates are printed on acid-free paper, and their bindings are chosen for strengthand durability. Printed in the United States of America. ISBN 0-8058-4791-X (pbk : alk. Paper). I.B1062.S77.2004 . 370.15'7-dc22</li> <li>B.R. Hergenhahn &amp; Matthew H. Olson. 2009. <i>Theories of Learning</i> , Edisi ke 7. (Terjemahan) ISBN 978-979-1486-54-5 370.152 3. Jakarta: Kencana Prenada Media Group</li> <li>Sukarjo. Komarudin, Ukim. 2009. <i>Landasan Pendidikan . konsep dan aplikasinya</i>. Jakarta: Rajawali Press</li> <li>UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional</li> <li>UU No. 12 tahun 2012 tentang Pendidikan Tinggi</li> <li>Perpres No. 8 tahun 2012 tentang KKNl</li> <li>Standar Nasional Perguruan Tinggi (SNPT)</li> <li>Ibrahim, dkk. 2016. <i>Naskah Akademik Pengembangan Kurikulum</i>. Surabaya: Unesa Univercity Press</li> <li>Permendikbud Nomor 20 Tahun 2016</li> <li>Permendikbud Nomor 21 Tahun 2016</li> <li>Permendikbud Nomor 22 Tahun 2016</li> <li>Permendikbud Nomor 23 Tahun 2016</li> </ol>					
	<b>Supporters:</b>	<ol style="list-style-type: none"> <li>Hakim L., 2019. <i>Pelatihan Penulisan Penelitian Tindakan Kelas bagi Guru-guru SMK di Kabupaten Magetan (Penelitian Dana UKT FE 2019)</i></li> </ol>					
	<b>Supporting lecturer</b>	Prof. Dr. Jun Surjanti, S.E., M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA.					
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 conceptually and practically the nature of the basics of economic learning	<ol style="list-style-type: none"> <li>1.Explain the role of economic education in life</li> <li>2.Explain the role of economics in supporting education</li> <li>3.Analyzing education as a productive function</li> <li>4.Analyzing efficiency and effectiveness, especially education funding</li> </ol>	<p><b>Criteria:</b> Non-test: Understand conceptually and practically the nature of the basics of economic learning</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Understanding conceptually and practically the nature of the foundations of economic learning.</p> <p><b>Reference:</b> <i>Gagne, Robert M. 1985. The Conditions of Learning and Theory of Instructions 4th ed. New York: Holt, Rinehart and Winston</i></p>	3%
2	Understand knowledge and insight into the foundations of economic learning	<ol style="list-style-type: none"> <li>1.Explain the philosophical basis of economic education</li> <li>2.Explain the historical basis of economic education</li> <li>3.Explain the legal basis for economic education</li> <li>4.Explain the sociological basis of economic education</li> </ol>	<p><b>Criteria:</b> Non test: Understand knowledge and insight into the basics of economic learning</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Understanding knowledge and insight into the foundations of economic learning.</p> <p><b>Reference:</b> <i>Trianto, 2010. Designing Innovative- Progressive Learning Models. Jakarta: Kencana.</i></p>	3%

3	Analyzing the Basic Foundations of Curriculum at PT	<p>1. Analyzing the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially regarding the Curriculum</p> <p>2. Analyzing the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework</p>	<p><b>Criteria:</b></p> <p>1. Non Test: • Discussing Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially regarding the Curriculum</p> <p>2. Non Test: • Discussing the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially regarding the <b>Library Curriculum:</b> Law No. 12 of 2012 concerning Higher Education</p>	3%
4	Analyzing the Basic Foundations of Curriculum at PT	<p>1. Analyzing Minister of Education and Culture Regulation no 73/2013 concerning Implementation of KKNi in the Higher Education sector</p> <p>2. Analyzing Minister of Home Affairs Regulation no 2/2013 concerning Guidelines for KKNi-based HR Development in the Ministry of Home Affairs</p>	<p><b>Criteria:</b></p> <p>1. Participation 2. Attendance (60); Asking (10); Opinionated (10); Consultative (10); Creative (10)</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Analyzing the Basic Foundations of the Curriculum at PT</p> <p><b>Pustaka:</b> <i>Teaching and learning further and higher education, A handbook by the education for employment project, 2007.</i></p>	3%
5	Analyzing the Basic Foundations of Curriculum at PT	<p>1. Analyzing Minister of Education and Culture Regulation no 49/2014 concerning National Higher Education Standards</p> <p>2. Analyzing Minister of Manpower Regulation no 21/2014 concerning KKNi Implementation Guidelines</p>	<p><b>Criteria:</b> Non test: Analyzing the Basic Foundations of Curriculum at PT</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, presentations, discussions	<p><b>Material:</b> Analyzing the Basic Foundations of Curriculum at PT</p> <p><b>Pustaka:</b> <i>Bruce Joyce, Marsha Weil, and Emily Calhoun. 2009. Models of Teaching (Eight Edition). Pearson Edition. Inc. Publishing as Allyn &amp; Bacon. One Lake Street. Upper Saddle River. New Jersey USA. 07458.2009. ISBN:0205593453.</i></p>	3%

6	Analyzing the Basic Foundations of Curriculum in Secondary Schools	<ol style="list-style-type: none"> <li>1. Analyzing Minister of Education and Culture Regulation Number 20 of 2016 - SKL</li> <li>2. Analyzing Education and Culture Ministerial Regulation Number 21 of 2016 - SI</li> <li>3. Analyzing Minister of Education and Culture Regulation Number 22 of 2016 - Process Standards</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing the Basic Foundations of Curriculum in Middle Schools</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, presentations, discussions	<p><b>Material:</b> Analyzing the Basic Foundations of Curriculum in Secondary Schools</p> <p><b>Reference:</b> <i>Minister of Education and Culture Regulation Number 20 of 2016</i></p>	3%
7	Analyzing the Basic Foundations of Curriculum in Secondary Schools	<ol style="list-style-type: none"> <li>1. Analyzing Minister of Education and Culture Ministerial Decree Number 023 of 2016 - Assessment</li> <li>2. Analyzing Minister of Education and Culture Regulation Number 036 of 2018 - Changes to Ministerial Regulations regarding the High School Curriculum</li> <li>3. Analyzing Minister of Education and Culture Regulation Number 037 of 2018 – KI-KD4.4 Analyzing the Independent Learning Curriculum and its policies</li> </ol>	<p><b>Criteria:</b> Non test: describes the Basic Foundations of the Curriculum in Secondary Schools</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Analyzing the Basic Foundations of Curriculum in Middle Schools</p> <p><b>References:</b> <i>Bruce Joyce, Marsha Weil, and Emily Calhoun. 2009. Models of Teaching (Eight Edition). Pearson Edition. Inc. Publishing as Allyn &amp; Bacon. One Lake Street. Upper Saddle River. New Jersey USA. 07458.2009. ISBN:0205593453.</i></p>	3%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	<p><b>Criteria:</b> Midterm Exam (UTS)</p> <p><b>Form of Assessment :</b> Test</p>	Midterm Exam (UTS) 3 X 50	Midterm Exam (UTS) 3 x 50	<b>Material:</b> - <b>Library:</b>	20%
9	Analyze practically the concepts and curriculum of economics in higher education	Analyzing the direction of KKNl as the direction of economic education policy at PT	<p><b>Criteria:</b> Non test: Concepts and curriculum in economics in higher education</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Analyzing practically the concepts and curriculum in the field of economics in higher education.</p> <p><b>Reference:</b> <i>Presidential Decree No. 8 of 2012 concerning KKNl</i></p>	3%
10	practically Concepts and curriculum in the field of economics in Higher Education	<ol style="list-style-type: none"> <li>1. Analyzing SNPT as a policy direction for economic education at PT</li> <li>2. Analyzing the Independent Campus Learning Curriculum (MBKM)</li> </ol>	<p><b>Criteria:</b> Non test: Concepts and curriculum in economics in higher education</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Practical concepts and curriculum in economics in higher education.</p> <p><b>Library:</b> <i>BR Hergenhahn &amp; Matthew H. Olson. 2009. Theories of Learning, 7th Edition. (Translation) ISBN 978-979-1486-54-5 370.152 3. Jakarta: Kencana Prenada Media Group</i></p>	3%

11	Analyze practically the concepts and curriculum in the field of economic education in higher education	Analyzing the PT Curriculum in the Industrial Revolution Era 4.0	<p><b>Criteria:</b> Non-test: Concepts and curriculum in the field of economic education in higher education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	PBL by reviewing literature and references, presentations, discussions. Survey to one of the universities that has a 3 X 50 Economic Education study program	PBL by reviewing literature and references, presentations, discussions. Survey to one of the universities that has a 3 X 50 Economic Education study program	<p><b>Material:</b> Concepts and curriculum in the field of economic education in higher education.</p> <p><b>Reference:</b> <i>Trianto, 2010. Designing Innovative-Progressive Learning Models. Jakarta: Kencana.</i></p>	7%
12	Analyze conceptually and practically the concepts and curriculum of economics in high school	<ol style="list-style-type: none"> <li>Analyzing the 2013 Curriculum as a direction for national education policy in secondary education</li> <li>Analyzing the 2013 Curriculum Revised 2018</li> <li>Analyzing the Curriculum in High Schools in the Industrial Revolution Era 4.0</li> </ol>	<p><b>Criteria:</b> Non-test: conceptual and practical Concepts and curriculum in the field of economics in Senior High Schools</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Analyzing conceptually and practically the concept and curriculum of economics at Pustaka High School : <i>Sukarjo. Komarudin, Ukim. 2009. Foundations of Education. concept and application. Jakarta: Rajawali Press</i></p>	3%
13	Analyze conceptually and practically the concepts and curriculum of economics in high school	Analyzing the economics curriculum in SMA/SMK	<p><b>Criteria:</b> Non-test: Conceptual and practical Concepts and curriculum in the field of economics in Senior High Schools</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PBL by reviewing literature and references, presentations, discussions. Survey to one of the schools that has a 3 X 50 Social Sciences-Economics study program	PBL by reviewing literature and references, presentations, discussions. Survey to one of the schools that has a 3 X 50 Social Sciences-Economics study program	<p><b>Material:</b> Analyzing conceptually and practically Concepts and curriculum in the field of economics in Senior High Schools</p> <p><b>Library:</b> <i>Law no. 20 of 2003 concerning the National Education System</i></p>	3%
14	Able to analyze the development of economic education and learning in Indonesia and its relevance to global economic development, based on creative economy and literacy	<ol style="list-style-type: none"> <li>Analyzing economic education problems through phenomena</li> <li>Examining character economic learning in Indonesia</li> <li>Examining creative economy learning</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing the development of economic education and learning in Indonesia and its relevance to global economic development, based on creative economy and literacy</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Approach: Student-centered approach. Learning method: Questions and Answers, discussions and assignments. Learning model: Cooperative learning 3 X 50	Approach: Student-centered approach. Learning method: Questions and Answers, discussions and assignments. Learning model: Cooperative learning 3 X 50	<p><b>Material:</b> Able to analyze the development of economic education and learning in Indonesia and its relevance to global economic development, based on creative economy and literacy.</p> <p><b>Reference:</b> <i>Ibrahim, et al. 2016. Academic Manuscript for Curriculum Development. Surabaya: Unesa University Press</i></p>	7%
15	Able to analyze the development of economic education and learning in Indonesia and its relevance to global economic development, based on the creative and literacy economy	<ol style="list-style-type: none"> <li>Examining economic literacy learning in Indonesia</li> <li>Examining the relevance of economic learning in Indonesia to global economic developments</li> </ol>	<p><b>Criteria:</b> Non test: Examining economic learning in Indonesia for its relevance to global economic developments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	PBL by reviewing literature and references, Presentation, Discussion 3 X 50	<p><b>Material:</b> Examining economic learning in Indonesia regarding its relevance to global economic development</p> <p><b>References:</b> <i>National Higher Education Standards (SNPT)</i></p>	3%
16	FINAL SEMESTER EXAMINATION (UAS)	FINAL SEMESTER EXAMINATION (UAS)	<p><b>Criteria:</b> FINAL SEMESTER EXAMINATION (UAS)</p> <p><b>Form of Assessment :</b> Test</p>	FINAL SEMESTER EXAMINATION (UAS) 3 X 50	FINAL SEMESTER EXAMINATION (UAS) 3 x 50	<p><b>Material:</b> -</p> <p><b>Library:</b></p>	30%

No	Evaluation	Percentage
1.	Participatory Activities	28.66%
2.	Project Results Assessment / Product Assessment	6.16%
3.	Portfolio Assessment	6%
4.	Practice / Performance	7.66%
5.	Test	51.5%
		99.98%

#### 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** 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.
- 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.**