



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Economic Education Curriculum	8710302066		T=2	P=0	ECTS=4.48	1	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																											
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																																															
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Gagne, Robert M. 1985. The Conditions of Learning and Theory of Instructions 4th ed. New York: Holt, Rinehart and Winston 2. Trianto, 2010. Mendisain Model Pembelajaran Inovatif-Progresif. Jakarta: Kencana. 3. Teaching and learning further and higher education, A handbook by the education for employment project, 2007. 4. Bruce Joyce, Marsha Weil, and Emily Calnoun. 2009. Models of Teaching (Eight Edition). Pearson Edition. Inc. Publishing as Allyn & Bacon. One Lake Street. Upper Saddle River. New Jersey USA. 07458.2009. ISBN:0205593453. 5. Starko, Alane, J. 2005. Creativity in The Classroom : school of curious delight.3 ed. Book published by Lawrence ErbaumAssociates 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 6. B.R. Hergenbahn & Matthew H. Olson. 2009. Theories of Learning , Edisi ke 7. (Terjemahan) ISBN 978-979-1486-54-5 370.152 3. Jakarta: Kencana Prenada Media Group 7. Sukarjo. Komarudin, Ukim. 2009. Landasan Pendidikan . konsep dan aplikasinya. Jakarta: Rajawali Press 8. UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional 9. UU No. 12 tahun 2012 tentang Pendidikan Tinggi 10. Perpres No. 8 tahun 2012 tentang KKNi 11. Standar Nasional Perguruan Tinggi (SNPT) 12. Ibrahim, dkk. 2016. Naskah Akademik Pengembangan Kurikulum. Surabaya: Unesa Univercity Press 13. Permendikbud Nomor 20 Tahun 2016 14. Permendikbud Nomor 21 Tahun 2016 15. Permendikbud Nomor 22 Tahun 2016 16. Permendikbud Nomor 23 Tahun 2016 <p>Supporters:</p>																																																
Supporting lecturer	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	1.1 Explain the role of economic education in life. 1.2 Explain the role of economics in supporting education. 1.3 Analyze education as a production function. 1.4 Analyze efficiency and effectiveness, especially education funds	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Assignments: papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 4.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 5.Participation 6.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
2	Understand knowledge and insight into the foundations of economic learning	2.1 Explain the philosophical basis of economic education 2.2 Explain the historical basis of economic education 2.3 Explain the jurisdic basis of economic education 2.4 Explain the sociological basis of economic education	Criteria: 1.Assessment criteria 2.Task: 3.UTS and UAS 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	PBL by reviewing literature and text books · Presentation · Discussion 2 X 50			0%
3	Analyzing the Basic Foundations of Curriculum at PT	3.1 Analyze the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, especially regarding the Curriculum 3.2 Analyze the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%

4	Analyzing the Basic Foundations of Curriculum at PT	3.1 Analyzing Minister of Education and Culture Regulation no 73/2013 concerning Implementation of KKNi in the Higher Education sector 3.2 Analyzing Minister of Home Affairs Regulation no 2/2013 concerning Guidelines for KKNi-based HR Development in the Ministry of Home Affairs	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
5	Analyzing the Basic Foundations of Curriculum at PT	3.1 Analyzing Minister of Education and Culture Regulation no 49/2014 concerning National Higher Education Standards 3.2 Analyzing Minister of Manpower Regulation no 21/2014 concerning KKNi Implementation Guidelines	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
6	Analyzing the Basic Foundations of Curriculum in Secondary Schools	4.1 Analyzing Minister of Education and Culture Regulation Number 020 of 2016 – SKL 4.2 Analyzing Minister of Education and Culture Regulation Number 021 of 2016 – SI 4.3 Analyzing Minister of Education and Culture Regulation Number 022 of 2016 – Process Standards	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%

7	Analyzing the Basic Foundations of Curriculum in Secondary Schools	4.1 Analyzing Minister of Education and Culture Regulation Number 023 of 2016 – Assessment 4.2 Analyzing Minister of Education and Culture Regulation Number 036 of 2018 – Changes to Ministerial Regulations on High School Curriculum 4.3 Analyzing Minister of Education and Culture Regulation Number 037 of 2018 – KI-KD 4.4 Analyzing the Independent Learning Curriculum and its policies	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
8	Midterm Exam (UTS)			3 X 50			0%
9	Analyze practically the concepts and curriculum of economics in higher education	5.1 Analyze the direction of the KKNI as the direction of economic education policy at PT	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
10	practically the concept and curriculum of economics in higher education	5.1 Analyzing SNPT as a policy direction for economic education in HEIs 5.2 Analyzing the Independent Campus Learning Curriculum (MBKM)	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	Assignment 3 X 50			0%

11	Analyze practically the concepts and curriculum in the field of economic education in higher education	5.1 Analyzing the PT Curriculum in the Industrial Revolution Era 4.0 5.2 Analyzing the economic education curriculum at PT	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation - Discussion - Survey to one of the HEIs that has a 3 X 50 Economic Education study program		0%
12	Analyze conceptually and practically the concepts and curriculum of economics in high school	6.1 Analyzing the 2013 Curriculum as a direction for national education policy in secondary education 6.2 Analyzing the 2013 Curriculum Revised 2018 6.3 Analyzing the Curriculum in High School in the Industrial Revolution Era 4.0	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50		0%
13	Analyze conceptually and practically the concepts and curriculum of economics in high school	Analyzing the economics curriculum in SMA/SMK	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion · Survey to one of the schools that has a 3 X 50 IPS- Economics study program		0%

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	7.1 Analyzing economic education problems through phenomena 7.2 Examining character economic learning in Indonesia 7.3 Examining creative economic learning	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	Approach: Student-centered approach. Learning method: Questions and Answers, discussions and assignments. Learning model: Cooperative learning 3 X 50			0%
15	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	7.1 Examining economic literacy learning in Indonesia 7.2 Examining economic literacy learning in Indonesia for its relevance to global economic development.	Criteria: 1.Assessment criteria 2.UTS and UAS 3.Task: 4.papers and PPT: (1) Appropriate Topic (2) Original Assignment (3) Creativity (Very Good (60); Good (40); Fair (20); Not good (10)) 5.Discussion: (1) Presentation of the paper (2) Argumentation (3) Comprehensiveness (Very Good (40); Good (30); Fair (20); Not Good (10)) 6.Participation 7.Attendance (60);Asking (10); Opinionated (10);Consultative (10);Creative (10)	· PBL by reviewing literature and references · Presentation · Discussion 3 X 50			0%
16	FINAL EXAMS	FINAL EXAMS	Criteria: FINAL EXAMS	FINAL EXAMINATION OF SEMESTER 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** 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.
- 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.

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.