	Universitas Negeri Surabaya **Faculty of Education, Master of Education** **Education Management Study Program**					**Document Code**

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Pemb Theory. and Developer. Management Curriculum		8610402083		**T=2**	**P=0**	**ECTS=4.48**	1	July 18, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**	**Study Program Coordinator**
		....		....	Dr. Amrozi Khamidi, S.Pd., M.Pd.

Learning model	**Case Studies**	
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	Study of: (1) learning theory which includes: introduction to the study of learning; neuroscience of learning; behaviorism, social cognitive theory, information processing theory; constructivism; cognitive learning processes; motivation; self-regulation and development; (2) curriculum development which includes: technical scientific approach (modernist perspective); non-technical non-scientific approach (post-modernist, post-constructivist perspective); enacting curriculum development; and participation in curriculum development. Lectures are carried out using a system of lectures, presentations, discussions, assignments, case studies in the field and reflections.

References	**Main :**	
	1.	1. Schunk, Dale H. (2012). *Learning Theories: An Educational Perspective* . Sixth Edition. Boston: Pearson. 2. Ornstein, Allan, C., Hunkins, Francis P,. (2018). *Curriculum: Foundations, Principles, and Issues* . Sevent Edition. England: Pearson.
	Supporters:	

Supporting lecturer	Prof. Dr. H. Murtadlo, 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	Able to analyze basic concepts of learning	Understand, know and explain basic learning concepts	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
2	Able to analyze basic concepts of curriculum development	Understand, understand and explain curriculum development	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
3	Able to analyze Learning and Neuroscience of Learning (Group 1 presentation)	Understanding, Knowing and explaining Learning and the Neuroscience of Learning	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
4	Analyzing Behaviorism and Social cognitive theory (Group presentation 2)	Understanding, Knowing and explaining Behaviorism and Social cognitive theory	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
5	Able to analyze Information processing theory and constructivism (Group 3 presentation)	Understand, know and explain information processing theory and constructivism	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
6	Able to analyze Cognitive learning processes and motivation (Group 4 presentation)	Understand, know and explain cognitive learning processes and motivation	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
7	Able to analyze Self Regulation and development (Group 5 presentation)	Understand, know and explain self-regulation and development	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
8	UTS/ Students master the final ability achievements at the 2nd to 7th meetings	Indicators for the 2nd to 7th meetings	**Criteria:** Attached	Test Paper 2 X 50			0%
9	Able to analyze The Field of Curriculum (Group 1 presentation)	Understand, know and explain the field of curriculum	**Criteria:** Attached	Discussion Presentation, Question and answer, Review, Using a 2 X 50 deductive approach			0%

No							
10	Able to analyze Curriculum design (Group 2 presentation)	Understand, know and explain Curriculum design	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
11	Able to analyze Curriculum development (Group 3 presentation)	Understand, know and explain Curriculum development	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
12	Able to analyze Curriculum implementation (Group 4 presentation)	Understand, know and explain curriculum implementation	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
13	Able to analyze Curriculum Evaluation (Group 5 presentation)	Understand, understand and explain curriculum evaluation	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
14	Learning and curriculum development (Case study in educational institutions) (Individual Assignment)	Understand, know and explain case studies about learning and curriculum development in educational institutions or other institutions that are relevant to the substance of educational management	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
15	Critical Review of Journals regarding learning and curriculum development (Individual Assignment)	Understand, understand and explain critical journal studies in the field of learning and curriculum development	**Criteria:** Attached	Discussion Presentation; Question and answer; Reviews; Using a 2 X 50 deductive approach			0%
16	UAS/Students have attitudes, knowledge, general skills and specific skills related to learning theory and curriculum development	Have attitudes, knowledge, general skills and specific skills related to learning theory and curriculum development.	**Criteria:** Attached	Process and results approach with a structured 2 X 50 assignment method			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.