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Universitas Negeri Surabaya Faculty of Education, Master of Education Technology Study Program

Document Code

SEMESTER LEARNING PLAN									
Courses		CODE	Cou	irse Family	Credit Weight	SEMESTER	Compilation Date		
Curriculum Development		861030200	9		T=2 P=0 ECTS=4.48	1	July 17, 2024		
AUTHORIZATION		SP Develop	per	Cours	e Cluster Coordinator	Study Progra			
						Dr. H. Andi Mariono, M.Pd.			
Learning model	Project Based L	Project Based Learning							
Program Learning		PLO study program which is charged to the course							
Outcome		Program Objectives (PO)							
(PLO)	PLO-PO Matrix	PLO-PO Matrix							
P.O									
	PO Matrix at th	PO Matrix at the end of each learning stage (Sub-PO)							
		P.O	P.O Week						
		1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15						
				<u> </u>					
Short Course Descript	Comprehensively examine the understanding of the curriculum in the education process and analyze the principle foundations of curriculum development, as well as study the curriculum concept models which are the basis for development of various curriculum models that have existed in Indonesia, especially regarding planning, curriculum evelopment models, implementation and curriculum evaluation. As well as studies of various curriculum developments by experts and their implementation in various educational units.					basis for the ng, curriculum			
Reference	es Main:								
	commun learning, Hasan, I Thinking Jhon P, Pengem Kurikulu Cirriculu	 Alan Januszewski and Michael Molenda. (2008). Educational technology:. Association for educational communications and technology (AECT). Anderson, W. Orin dan David R. Krathwohl. (2001). A taxonomy for learning, teaching and assesing. a revision of bloom's taxonomy of educational objectives. New York: Longman. Hasan, Hamid. 2008. Evaluasi Kurikulum. Bandung: Remaja Rosdakarya 4. McGregor, Debra. (2007). Developing Thinking; Developing Learning. A guide to thinking skills in eduation. England: McGraw_Hill Education. Miller, Jhon P, Seller, Wayne. 1985. Curriculum prespective and practice. New York: Longman. Riyanto, Yatim. 2007. Pengembangan Kurikulum. Surabaya: Unesa University Press. Sukmadinata, Nana S. 2006. Pengembangan Kurikulum, teori dan praktek. Bandung: Remaja Rosdakarya. Tyler, Ralph W. 1980. Basic Principles of Cirriculum and Instruction. Chicago: The University of Chicago Press. Zais, Robert S. 1976. Curriculum. New York: Harper & Row Publisher 							
	Supporters:	Supporters:							
Supporting lecturer Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.									
Week-	Final abilities of each learning stage	Evalu	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Assessment Weight (%)		
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	References]			

1 Explain the definition of educational technology 2. Identify the educational technology scientific domain and explain the escientific position of the curriculum in the educational technology domain technology domain technology domain technology domain the educational technology domain technology domain to curriculum technology domain technology domain to curriculum technology domain to definition of curriculum technology domain to definition of the curriculum technology domain to definition of curriculum Development process 2. Identify the Principles and Foundations of Curriculum Development 3. Identify the Foundations of Curriculum Development 3. Identify the Foundations of Curriculum Development Development Development S. Students can analyze curriculum Concept Studies,	Questions and Answers	1. Explain the		1
describe the Principles and Foundations of Curriculum Development process 2. Identify the Principles of Curriculum Development 3. Identify the Foundations of Curriculum Development as Identify the Foundations of Curriculum Development Development Development Development Studies.	2 X 50	educational technology 2. Identify the concept of curriculum 3. Explain the definition of curriculum 4. Outline the objectives of	competencies of Educational Technology graduates with the educational technology scientific domain and explain the scientific position of the curriculum in the educational	
analyze curriculum concept Studies.	Questions and Answers	Curriculum Development process 2. Identify the Principles of Curriculum Development 3. Identify the Foundations of Curriculum	describe the Principles and Foundations of Curriculum	2
concept models as a basis for curriculum development Subject 2. Humanistic 3. Socio-Technological Reconstruction Discussion & Questions and Answers 2 X 50	Studies, Discussion & Questions and Answers	concept models 1. Academic Subject 2. Humanistic 3. Socio- Technological	analyze curriculum concept models as a basis for curriculum	3
4 Students can analyze Curriculum Design according to objective characteristics Concluding the appropriate use of design	questions and answers	Curriculum Design Analyzing advantages & disadvantages Concluding the appropriate	analyze Curriculum Design according to objective	4
5 Development of the KBK-KTSP Curriculum Curriculum Model. Explain the characteristics of the curriculum model. Analyze the advantages & disadvantages	discussion & question and answer	characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages &	the KBK-KTSP	5
Development of the KKNI-K'13 Curriculum Curriculum Curriculum Model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages Development of the KKNI-K'13 (discussion & question and answer 2 X 50) Presentation, discussion & question and answer 2 X 50	discussion & question and answer	characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages &	the KKNI-K'13	6
7 Development of the Independent Curriculum Model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages Development of the Independent Curriculum model. Explain the concept of the advantages & disadvantages	discussion & question and answer	characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages &	the Independent	7
B Development of Religion-Based Curriculum Explain the characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages	discussion & question and answer	characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages &	Religion-Based	8
9 UTS 2 X 50 0%			UTS	9

10	Students can describe the process and procedures for curriculum development using the Ralph W. Tyler model	Identifying 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Tyler Models	Group presentation. Discussion & Questions and Answers 2 X 50		0%
11	Students can describe the process and procedures for curriculum development using the Hilda Taba model	Identify 1. Background 2. Process 3. Sources 4. Evaluation of Currency Development. Model Hilda Taba	Group presentation. Discussion & Questions and Answers 2 X 50		0%
12	Students can describe the process and procedures for curriculum development using the Peter Oliva model	Identifying 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Model Peter Oliva	Group presentation. Discussion & Questions and Answers 2 X 50		0%
13	Students can describe the process and procedures for curriculum development using the Murray Print model	Identify 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Murray Print Models	Group presentation. Discussion & Questions and Answers 2 X 50		0%
14	Curriculum Development Practices	Applying curriculum development to RPP Analyzing advantages & disadvantages	Individual presentation, Discussion & Question and answer 2 X 50		0%
15	Curriculum Development Practices	Applying curriculum development to RPP Analyzing advantages & disadvantages	Individual presentation, Discussion & Question and answer 2 X 50		0%
16	UAS		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.
- 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.
- 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.