	Universitas Negeri Surabaya Faculty of Education, Basic Education Masters Study Program	Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Elementary School Curriculum Study and Development		8612202032		T=2	P=0	ECTS=4.48	2	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Neni Mariana, S.Pd., M.Sc., Ph.D.	

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	This course examines and analyzes the basic concepts, meaning and aspects of curriculum development, curriculum development models, curriculum design, curriculum implementation and evaluation in elementary schools. This course is held with an active and participatory student approach, through inquiry and project based learning, followed by presentations and discussions about current issues in curriculum implementation in elementary schools.

References	**Main :**	
	1.	1. Depdikbud. 1984. Pedoman Pelaksanaan Kurikulum 1984 . Jakarta: Pusat Kurikulum. 2. Depdiknas. 2006. Pelaksanaan Kurikulum Tingkat Satuan Pendidikan (KTSP) . Jakarta. BSNP 3. Kemendikbud. 2013. Pelaksanaan Kurikulum 2013 . Jakarta: Kemendikbud. 4. Loredana Sofia Tudor. 2014. Perception of teachers on curriculum integration. Integration patterns practice. Procedia - Social and Behavioral Sciences . Vol. 127. Pp. 728 – 732 5. Nazeri Mohammad, et all. 2014. Creative Teaching in Design and Technology Curriculum: Using Structural Equation Modeling. Procedia - Social and Behavioral Sciences . Vol. 204. Pp. 240 – 246 6. Print, Murray. 1993. Curriculum Development and Design, Sidney: Allen & Unwin. 7. Sirima Pinyoanuntapong. 2013. The Development of Thai Early Childhood Education Curriculum to Promote Desirable Characteristics of Preschool Children. Procedia - Social and Behavioral Sciences. Vol. 88. Pp. 321 – 327 8. Seda Saracalo, Serap Yolma. 2010. Elementary teachers' views about their roles in curriculum development and evaluation process., Procedia Social and Behavioral Sciences Vol. 2. Pp. 2427–2434 9. Sukmadinata, Nana Syaodih. 2006. Pengembangan Kurikulum: Teori dan Praktik. Bandung: PT Ramaja Rosdakarya. 10. Vanithamani Saravanan. 2012. Curriculum design, development, innovation and change. Procedia - Social and Behavioral Science. Vol. 47 P. 1276 – 1280
	Supporters:	

Supporting lecturer	Prof. Dr. Mustaji, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Prof. Dr. Wahyu Sukartiningsih, 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 basic concepts and theories of curriculum development	1.1. Describe the basic concepts of the curriculum 1.2 Analyze. curriculum development theory	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Project Base Learning-Cooperative Learning-Problem Base Learning-Lecture-Question-answer-Discussion-Presentation 2 X 50			0%
2	Describe the basic foundations of curriculum development	2.1 Explain the basic foundations of curriculum development 2.2. Explain the function of curriculum development 2.3. Analyze the meaning of curriculum development	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Project Base Learning-Problem Base Learning-Lectures-Questions and Answers-Discussions 2 X 50			0%
3	Understand the aspects and principles of curriculum development	3.1. Explain the aspects of curriculum development 3.2. Explain the principles of curriculum development 3.3. Analyze the aspects and principles of curriculum development.	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Problem Base Learning-Lectures-Questions and Answers-Discussions 2 X 50			0%
4	Describe curriculum development models	4.1. Explain curriculum development models 4.2. Analyze various curriculum development models	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Problem Base Learning-Lectures-Questions and Answers-Discussions 2 X 50			0%
5	Understand curriculum development design	5.1. Explaining curriculum development designs 5.2. Explaining various types of curriculum development designs 5.3. Analyzing appropriate curriculum designs in elementary schools	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Cooperative Learning-Problem Base Learning-Lectures-Questions and Answers-Discussions 2 X 50			0%
6	Understand the implementation of curriculum development	6.1. Explain the implementation of curriculum development 6.2. Analyzing the influence of curriculum implementation 6.3. Analyzing problems in curriculum implementation	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Problem Base Learning-Lecture-Question-answer-Discussion-Presentation 2 X 50			0%

7	Understanding evaluation in curriculum development	7.1. Explain evaluation techniques in curriculum development. 7.2. Analyze the objectives of evaluation of curriculum implementation; 7.3. Explain the follow-up to the evaluation results in implementing the curriculum	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Problem Base Learning- Lectures- Questions and Answers- Discussions 2 X 50			0%
8	UTS	UTS	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Problem Base Learning- Lectures- Questions and Answers- Discussions 2 X 50			0%
9	Understanding the 1984 curriculum	9.1. Explain the 1984 curriculum policy 9.2. Analyze the characteristics of the 1984 curriculum 9.3. Analyzing approaches in implementing the 1984 curriculum	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Cooperative Learning- Lectures- Questions and Answers- Discussions- Presentations 2 X 50			0%
10	Understanding the Education Unit Level curriculum (KTSP)	10.1. Explain the KTSP policy 10.2. Analyze the characteristics of KTSP	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Project Base Learning- Cooperative Learning- Lectures- Questions and Answers- Discussions- Presentations 2 X 50			0%
11	Mastering the 2013 Curriculum	11.1. Explaining the 2013 Curriculum policies 11.2. Analyzing the characteristics of the 2013 Curriculum	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Project Base Learning- Lectures- Questions and Answers- Discussions- Presentations 2 X 50			0%
12	Understanding the rationale for the 2013 curriculum changes	12.1. Explain the rationale for the 2013 curriculum changes 12.2. Analyze the elements of the 2013 curriculum changes 12.3. Describe the implementation of the revised 2013 curriculum	**Criteria:** 1. The selected questions have a score of 10. 2. 10 UTS questions 3. There are 10 UAS questions	-Student Active Learning- Project Base Learning- Lectures- Questions and Answers- Discussions 2 X 50			0%

No	Sub-PO	Learning Materials	Assessment Criteria	Forms of learning / Methods			Weight
13	Understand the principles of implementing the 2013 curriculum	13.1. Explain the principles of implementing the 2013 curriculum 13.2. Analyze the characteristics of the 2013 curriculum	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Project Base Learning-Problem Base Learning-Lectures-Questions and Answers-Discussions 2 X 50			0%
14	Understand the scientific approach in implementing the 2013 curriculum	14.1. Explain the principles of the scientific approach in K-13 14.2. Analyze the stages in the scientific approach 14.3. Explain the core competencies in K-13 14.4. Explain the basic competencies in K-13.	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Problem Base Learning-Lecture-Question-answer-Discussion-Presentation 2 X 50			0%
15	Understand the problems that arise in implementing the 2013 curriculum	15.1. Analyze the problems that arise in the implementation of K-13 15.1. Explain efforts to overcome problems in the implementation of K-13	**Criteria:** 1.The selected questions have a score of 10. 2.10 UTS questions 3.There are 10 UAS questions	-Student Active Learning-Problem Base Learning-Lecture-Question-answer-Discussion-Presentation 2 X 50			0%
16							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** 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.