			Document Code						

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Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Master of Science Education Study Program

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SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Curriculum Development	8410102130	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Eko Hariyono, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-2	PLO-3

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 facilitates students to study assumptions, curriculum development theories, standards, development methods, evaluation models, and science education curriculum research results. This course also facilitates students to design a science education curriculum. Lectures are carried out using seminar, workshop and project methods. The assessment includes study products and design products.

References	**Main :**

1. Brady, Laurie. 1995. Curriculum Development Fifth Edition . New York: Prentice Hall
2. Sukmadinata, N, S. 2016. Pengembangan Kurikulum Teori dan Praktek . Bandung: Remaja Rosdakarya
3. Hasan, S, H. 1998. Pengembangan Kurikulum: Perkembangan Ideologis dan Teoritik Pedagogis . Remaja Rosdakary
4. Archer, E. 2017. Curriculum Development Principles and Practices. New York: College Publishing House.
5. Fogarty, R. (1991) dan (2011). How to integrate the curricula . Palatine, Illinois: IRI/Skylight Publishing, Inc.
6. Permendikbud tentang SKL, SI, SP, SPen, dan KD.
7. Permendikbud nomor 61 tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan (KTSP) pada Pendidikan Dasar dan Pendidikan Menengah
8. Cambridge Syllabus https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-science-combined-0653/
9. Jurnal-jurnal dan referensi-referensi mutakhir yang relevan.

	Supporters:

Supporting lecturer	Prof. Dr. Suyono, M.Pd. Prof.Dr. Wahono Widodo, M.Si. Dr. Eko Hariyono, S.Pd., M.Pd. Prof. Nadi Suprapto, S.Pd., M.Pd., Ph.D.

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)

			Criteria				
1	Understand the curriculum context	Analyzing the curriculum context	**Criteria:** 1. The assessment was carried out on the following aspects. 2. 1. Participation in the level of lecture attendance, activeness (weight 2) 3. 2. Assignments consist of assignments in class and in the field (weight 3). 4. 3. UTS to access meeting indicators 1 -7 (weight 2) 5. 4. UAS to access all indicators (weight 3). **Form of Assessment**: Participatory Activities, Tests	Discussion and Questions and Answers 2 X 50	Study teaching materials and references at SIDIA 2 X 50	**Material:** Curriculum development **References:** *Brady, Laurie. 1995. Curriculum Development Fifth Edition. New York: Prentice Hall*	0%
2	Understand the curriculum context	Analyzing the curriculum context	**Criteria:** 1. The assessment was carried out on the following aspects. 2. 1. Participation in the level of lecture attendance, activeness (weight 2) 3. 2. Assignments consist of assignments in class and in the field (weight 3). 4. 3. UTS to access meeting indicators 1 -7 (weight 2) 5. 4. UAS to access all indicators (weight 3). **Form of Assessment**: Test	Discussion and Questions and Answers 2 X 50	Studying, conducting case analysis, making PPT 2 X 50		5%
3	Understand the curriculum development process	1. Describe the meaning of curriculum in terms of philosophy, psychology and sociology 2. Analyze the development of the curriculum in force in Indonesia	**Criteria:** 1. The assessment was carried out on the following aspects. 2. 1. Participation in the level of lecture attendance, activeness (weight 2) 3. 2. Assignments consist of assignments in class and in the field (weight 3). 4. 3. UTS to access meeting indicators 1 -7 (weight 2) 5. 4. UAS to access all indicators (weight 3).	Assignments, Discussions, Presentations, and Questions and Answers 2 X 50	Create study PPTs and upload them on SIDIA, online presentations and discussions. 2 X 50	**Material:** **Library** Standards : *Minister of Education and Culture Regulation on SKL, SI, SP, SPen, and KD.*	5%

			Criteria / Form of Assessment	Learning Methods	Learning Experience	Reference	Weight
4	Understand the curriculum development process	1. Describe the meaning of curriculum in terms of philosophy, psychology and sociology 2. Analyze the development of the curriculum in force in Indonesia	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, Discussions, Presentations, and Questions and Answers 2 X 50	Create study PPTs and upload them on SIDIA, online presentations and discussions. 2 x 50	**Material:** KTSP, KOSP **Library:** *Minister of Education and Culture Regulation number 61 of 2014 concerning Education Unit Level Curriculum (KTSP) in Basic Education and Secondary Education*	5%
5	Understand the development of the curriculum that applies in Indonesia	Analyzing current curriculum developments in Indonesia	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, Discussions, Presentations, and Questions and Answers 2 X 50	Create study PPTs and upload them on SIDIA, online presentations and discussions. 2 x 50	**Material:** Additional standards **Library:** *Cambridge Syllabus https://www.cambridgeinternational.org/...*	9%
6	Understand the development of the curriculum that applies in Indonesia	Analyzing current curriculum developments in Indonesia	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Assignments, Discussions, Presentations, and Questions and Answers 2 X 50	Create study PPTs and upload them on SIDIA, online presentations and discussions. 2 x 50	**Material:** Integrated science learning **References:** *Fogarty, R. (1991) and (2011). How to integrate the curriculum . Palatine, Illinois: IRI/Skylight Publishing, Inc.*	5%

			Criteria:				
7	Understand the development of the curriculum that applies in Indonesia	Analyzing current curriculum developments in Indonesia	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Assignments, Discussions, Presentations, and Questions and Answers 2 X 50			0%
8	UTS	Indicators 1 to 7	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Written Test 2 X 50	Written test at SIDIA		10%
9	Understand curriculum management	Describe curriculum development	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Assignments, Presentations and Discussions 2 X 50			0%

10	Understand curriculum evaluation models	Describe curriculum evaluation	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, Presentations and Discussions 2 X 50			20%
11	Understand curriculum evaluation models	Describe curriculum evaluation and curriculum evaluation implemented in Indonesia	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Assignments, Presentations and Discussions 2 X 50			0%
12	Implementing curriculum evaluation	Designing curriculum evaluation based on the stake and CIPP evaluation model. Carrying out curriculum evaluation according to the instruments that have been prepared	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3). **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments and field observations 2 X 50		**Material:** 5 **Bibliography:**	0%

13	Implementing curriculum evaluation	Designing curriculum evaluation based on the stake and CIPP evaluation model. Carrying out curriculum evaluation according to the instruments that have been prepared	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Assignments and field observations 2 X 50			0%
14	Presenting the results of curriculum evaluation	Describe curriculum evaluation based on the applied stake and CIPP evaluation models	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Presentation and Discussion 2 X 50			0%
15	Presenting the results of curriculum evaluation	Describe curriculum evaluation based on the applied stake and CIPP evaluation models	**Criteria:** 1.The assessment was carried out on the following aspects. 2.1. Participation in the level of lecture attendance, activeness (weight 2) 3.2. Assignments consist of assignments in class and in the field (weight 3). 4.3. UTS to access meeting indicators 1 -7 (weight 2) 5.4. UAS to access all indicators (weight 3).	Presentation and Discussion 2 X 50			0%
16			**Form of Assessment** : Project Results Assessment / Product Assessment	UAS	UAS		40%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Project Results Assessment / Product Assessment	76.5%
3.	Test	5%
		84%

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.