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<tr><td rowspan="2"></td><td rowspan="2" colspan="3">Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Sports Education Masters Study Program</td><td>Document Code</td></tr>
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				Document Code
	Universitas Negeri Surabaya **Faculty of Sports and Health Sciences,** **Sports Education Masters Study Program**			

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Development of the Sports Education Curriculum		8510108076	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. Nanik Indahwati, M.Or		Drs. Suroto, M.A., Ph.D.			Dr. Taufiq Hidayat, S.Pd., M.Kes.		

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 Able to work together and have social sensitivity and high concern for society and the environment in Sports Education Curriculum Development courses
	PLO-PO Matrix

P.O
PO-1

	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
PO-1																

Short Course Description	This course examines the development of curriculum implementation in Indonesia, analyzing, designing and developing a curriculum which includes task and material analysis, formulation of achievements and indicators of goal achievement, as well as analysis of the thinking framework for its development. Lectures are carried out using a case study system (curriculum, learning, and misconceptions as well as designing the curriculum), presentations and discussions, project assignments, and reflection.

References	**Main :**

1. Sukmadinata, Syaodih Nana (2013) Pengembangan Kurikulum -Teori dan Praktek.Bandung. PT.Remaja Rosdakarya
2. Quay, John, dan Peters, Jacqui.2012. Creative physical education : integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.
3. Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia.
4. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
5. Annarino, Anthony A., Cowell, Charless C., and Hazelton, Helen W. (1980) Curiculum Theory And Designe in Physical Education. London C.V. Mosby Company.

	Supporters:

1. Buku Panduan Pelaksanaan MBKM 2020

Supporting lecturer	Prof. Drs. Suroto, M.A., Ph.D. Dr. Nanik Indahwati, S.Pd., M.Or.

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 | Introduction, learning contract, followed by analysis of curriculum development paradigm material that occurred in Indonesia | Students are able to understand the introduction, learning contract, and are able to analyze material on curriculum development paradigms that occur in Indonesia | **Criteria:** Participation assessment rubric

Form of Assessment : Participatory Activities, Portfolio Assessment | Learning Form: Face-to-face lecture

Learning method: Demonstration, discussion and question and answer paradigm of curriculum development that occurred in Indonesia 2x50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom

Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about curriculum development paradigms that occur in Indonesia 2x50' / 3.18 ECTS | **Material:** Curriculum development paradigm **Reference:** *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya*

Material: Paradigm of curriculum development occurring in Indonesia **Reference:** *Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.* | 5% |
| 2 | Analyzing the concept of curriculum development referring to SNDIKTI, KKNI, OBE | Students are able to analyze the concept of curriculum development referring to SNDIKTI, KKNI, OBE | **Criteria:** 1.Participation assessment rubric 2.Portfolio assessment rubric

Form of Assessment : Participatory Activities, Portfolio Assessment | Learning Form: Face-to-face lecture

Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom

Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS | **Material:** KKNI **Library:** *Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.*

Material: SNDIKTI **Library:** *Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.* | 5% |

				Learning Form:	Learning Form:		
3	Analyzing the concept of curriculum development referring to SNDIKTI, KKNI, OBE	Students are able to analyze the concept of curriculum development referring to SNDIKTI, KKNI, OBE	**Criteria:** 1. Participation assessment rubric 2. Portfolio assessment rubric **Form of Assessment** : Participatory Activities, Portfolio Assessment	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	**Material:** KKNI **Library:** *Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.* **Material:** SNDIKTI **Library:** *Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.*	5%
4	Analyzing the concept of curriculum development referring to Kurtilas (2013), Independent Curriculum	Analyzing the concept of curriculum development referring to Kurtilas (2013), Independent Curriculum	**Criteria:** Participation assessment rubric **Form of Assessment** : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to Kurtilas (2013), Independent Curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of Curriculum development referring to Kurtilas (2013), Merdeka Curriculum	**Material:** Curriculum Development Concepts **Reference:** *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya*	5%
5	Analyzing the recent phenomenon of curriculum changes occurring in Indonesia	Students are able to analyze the recent phenomenon of curriculum changes occurring in Indonesia	**Criteria:** 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What is the recent phenomenon of curriculum change that has occurred in Indonesia? Students respond to the lecturer's questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions The lecturer asks: What is the phenomenon of curriculum change occurring in Latest Indonesia Students respond to lecturers' questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and prepare a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. • Phase 3: Developing a schedule. The lecturer makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Indonesia.	**Material:** Phenomenon of curriculum change **References:** *Quay, John, and Peters, Jacqui.2012. Creative physical education: integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.*	5%

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6	Analyzing the recent phenomenon of curriculum changes occurring in Indonesia	Students are able to analyze the recent phenomenon of curriculum changes occurring in Indonesia	**Criteria:** 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What is the recent phenomenon of curriculum change that has occurred in Indonesia? Students respond to the lecturer's questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and prepare a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. • Phase 3: Developing a schedule. The lecturer makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Indonesia. Students prepare a timeline to complete the report project and presenting the current phenomenon of curriculum change occurring in Indonesia. • Phase 4:	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions The lecturer asks: What is the phenomenon of curriculum change pe occurring in Latest Indonesia Students respond to lecturers' questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and prepare a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. • Phase 3: Developing a schedule. The lecturer makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Indonesia. Students prepare a timeline to complete the report project and presenting the current phenomenon of curriculum change occurring in Indonesia. • Phase 4: Monitoring Lecturers monitor the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report product and the presentation of the current phenomenon of curriculum change that occurred in Indonesia. • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer gives	**Material:** Phenomenon of curriculum change **References:** *Quay, John, and Peters, Jacqui.2012. Creative physical education: integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.*	5%

				Monitoring Lecturers monitor the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report product and the presentation of the current phenomenon of curriculum change that occurred in Indonesia. • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the results of the student's presentation and performance 2x50' / 3.18 ECTS	students time to reflect and revise the project. The lecturer provides suggestions and input on the results of the student's presentation and performance 2x50' / 3.18 ECTS		
7	Analyzing the recent phenomenon of curriculum changes occurring in Indonesia	Students are able to analyze the recent phenomenon of curriculum changes occurring in Indonesia	**Criteria:** 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What is the recent phenomenon of curriculum change that has occurred in Indonesia? Students	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions The lecturer asks: What is the phenomenon of curriculum change occurring in Latest Indonesia Students respond to lecturers' questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss	**Material:** Phenomenon of curriculum change **References:** *Quay, John, and Peters, Jacqui.2012. Creative physical education: integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.*	5%

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8	UTS		**Criteria:** UTS assessment rubric **Form of Assessment** : Participatory Activities, Tests	UTS 2x50' / 3.18 ECTS	UTS 2x50' / 3.18 ECTS	**Material:** Material 1-7 **References:** *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya*	15%
9	Analyzing the Curriculum at LPTK: The direction of the Study Program curriculum which is integrated in the Merdeka Belajar curriculum	Students are able to analyze the curriculum at LPTK: The direction of the study program curriculum which is integrated in the Merdeka Belajar curriculum	**Criteria:** Participation assessment rubric **Form of Assessment** : Participatory Activities	Learning form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer Curriculum at LPTK: Direction of study program curriculum integrated in the Merdeka Belajar curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the Curriculum at LPTK: Directions for the Study Program curriculum which is integrated in the Merdeka curriculum Study 2x50' / 3.18 ECTS	**Material:** Curriculum direction **Reference:** *MBKM 2020 Implementation Guidebook*	5%
10	Analyzing the Curriculum at LPTK: The direction of the Study Program curriculum which is integrated in the Merdeka Belajar curriculum	Students are able to analyze the curriculum at LPTK: The direction of the study program curriculum which is integrated in the Merdeka Belajar curriculum	**Criteria:** Participation assessment rubric **Form of Assessment** : Participatory Activities	Learning form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer Curriculum at LPTK: Direction of study program curriculum integrated in the Merdeka Belajar curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the Curriculum at LPTK: Directions for the Study Program curriculum which is integrated in the Merdeka curriculum Study 2x50' / 3.18 ECTS	**Material:** Curriculum direction **Reference:** *MBKM 2020 Implementation Guidebook*	5%
11	Design the curriculum according to the model that will be developed by	Students are able to design a curriculum according to	**Criteria:** 1.Participation assessment rubric	Learning Form: Face-to-face lecture	Learning Form: Virtual face-to-face lectures via vilearning and zoom	**Material:** Designing a curriculum **Reference:**	5%

taking into account CP and the framework of thinking.	the model that will be developed by paying attention to CP and their framework of thinking.	2.Performance assessment rubric 3.Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and the framework of thinking • Phase 3: Arranging a Schedule Lecturers make an agreement on the deadline for submitting reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and framework he thought. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting	Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking. • Phase 3: Developing a schedule . Lecturers make an agreement on the deadline for submitting reports and presentations on curriculum design in accordance with the model that will be developed by taking into account the CP and its framework of thinking. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking • Phase 6: Evaluation of Experience Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on	*Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya* ------------------------ **Material:** Curriculum Design **Bibliography:** *Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) Curriculum Theory and Design in Physical Education. London CV Mosby Company.*	

| | | | | project results. Students submit their work according to the agreed time limit.
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| 12 | Design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking. | Students are able to design a curriculum according to the model that will be developed by paying attention to CP and their framework of thinking. | **Criteria:**
1. Participation assessment rubric
2. Performance assessment rubric
3. Performance assessment rubric

Form of Assessment : Participatory Activities, Practice/Performance | Learning Form: Face-to-face lecture

Learning method: Project Base Learning

• Phase 1: Determining Fundamental Questions The lecturer asks: How to design the | Learning Form: Virtual face-to-face lectures via vilearning and zoom

Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id

• Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed | **Material:** Designing a curriculum
Reference: *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya*

Material: Curriculum | 5% |

					curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and the framework of thinking • Phase 3: Arranging a Schedule Lecturers make an agreement on the deadline for submitting reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and framework he thought. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations	taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking. • Phase 3: Developing a schedule . Lecturers make an agreement on the deadline for submitting reports and presentations on curriculum design in accordance with the model that will be developed by taking into account the CP and its framework of thinking. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking • Phase 6: Evaluation of Experience Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of student presentations and performance. 2x50' / 3.18 ECTS	Design **Bibliography:** *Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) Curriculum Theory and Design in Physical Education. London CV Mosby Company.*		

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13	Design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking.	Students are able to design a curriculum according to the model that will be developed by paying attention to CP and their framework of thinking.	**Criteria:** 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's	Learning Form: Virtual face-to-face lectures via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their	**Material:** Designing a curriculum **Reference:** *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya* **Material:** Curriculum Design **Bibliography:** *Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) Curriculum Theory and Design in Physical*	5%

| | | | | | questions.
• Phase 2: Developing a Project Plan
The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and the framework of thinking
• Phase 3: Arranging a Schedule Lecturers make an agreement on the deadline for submitting reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and framework he thought. Students develop a timeline for completing the project.
• Phase 4: Monitoring
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• Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking.
The exposure | thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking.
• Phase 3: Developing a schedule
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• Phase 4: Monitoring
The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.
• Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking.
The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking
• Phase 6: Evaluation of Experience
Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected.
Lecturers give students time to reflect and revise projects.
Lecturers provide suggestions and input on the results of student presentations and performance.
2x50' / 3.18 ECTS | *Education. London CV Mosby Company.* | | |

				testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking. • Phase 6: Evaluation of Experience Students edit the report and explain the curriculum design according to the model that will be developed by taking into account CP and the framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of students' presentations and performance. 2x50' / 3.18 ECTS			
14	Design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking.	Students are able to design a curriculum according to the model that will be developed by paying attention to CP and their framework of thinking.	**Criteria:** 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be	Learning Form: Virtual face-to-face lectures via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking. • Phase 3: Developing a schedule . Lecturers make an	**Material:** Designing a curriculum **Reference:** *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya* ------------------ **Material:** Curriculum Design **Bibliography:** *Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) Curriculum Theory and Design in Physical Education. London CV Mosby Company.*	5%

	developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and the framework of thinking • Phase 3: Arranging a Schedule Lecturers make an agreement on the deadline for submitting reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and framework he thought. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be	agreement on the deadline for submitting reports and presentations on curriculum design in accordance with the model that will be developed by taking into account the CP and its framework of thinking. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking • Phase 6: Evaluation of Experience Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of student presentations and performance. 2x50' / 3.18 ECTS			

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| 16 | UAS | Students master material 1-15 | **Criteria:** UAS assessment rubric

Form of Assessment : Participatory Activities | UAS 2x50' / 3.18 ECTS | UAS | **Material:** UAS Material
Library: *Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya* | 15% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Portfolio Assessment	7.5%
3.	Practice / Performance	20%
4.	Test	7.5%
		100%

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.