



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Elementary School Curriculum	8620602190	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Hitta Alfi Muhimmah, M.Pd Dr. Nurul Istiq'faroh, M.Pd.		Dr. Hitta Alfi Muhimmah, M.Pd	Putri Rachmadyanti, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
PLO-5	Analyzing the application of basic education science by prioritizing inclusive education based on technology and local wisdom.	
PLO-10	Demonstrate pedagogical knowledge and skills related to designing, implementing, evaluating learning in elementary schools by utilizing ICT, local wisdom and research results.	

Program Objectives (PO)	
PO - 1	Examining curriculum concepts in elementary schools
PO - 2	Examining curriculum development models
PO - 3	Analyzing curriculum developments in Indonesia with curricula in developed countries
PO - 4	Examining the curriculum policies that apply in Indonesia
PO - 5	Analyzing comparisons and problems with the implementation of the 2013 Curriculum and the Independent Curriculum
PO - 6	Describe the implementation of the Independent Curriculum in Elementary Schools

PLO-PO Matrix																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																																								
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Short Course Description	This course studies about; (a) Curriculum concept, covering the concept of curriculum in substance in elementary school management, curriculum as a system, and the history of curriculum development in Indonesia; (b) Curriculum development models; (c) Development of the curriculum in Indonesia with the Curriculum in Developed Countries; (d) Curriculum policies applicable in Indonesia; (e) comparison and problems with the implementation of the 2013 Curriculum and the Independent Curriculum; (f) implementation of the Independent Curriculum in Elementary Schools.
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References	Main :
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<ol style="list-style-type: none"> 1. Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan. 2022. Badan Standart, kurikulum dan assesmen pendidikan, Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi PendidikanTinggi. 2. Ismiatun, S. R., Neliwati, N., & Ginting, B. S. (2022). Implementasi Manajemen Kurikulum di Sekolah Dasar. <i>Jurnal Basicedu</i>, 6(1), 965-969. 3. 2. Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. <i>Jurnal Basicedu</i>, 6(4), 5877-5889. 							
Supporters:							
<ol style="list-style-type: none"> 1. Putri, R. S. (2023). KONSEP IMPLEMENTASI MERDEKA BELAJAR DI SEKOLAH DASAR MENURUT PANDANGAN FILSAFAT KONTRUKTIVISME. <i>Pendas: Jurnal Ilmiah Pendidikan Dasar</i>, 8(1), 66-74. 2. Setiawan, A., Ahla, S. S. U. F., & Husna, H. (2022). Konsep Model Inovasi Kurikulum KBK, KBM, KTSP, K13, Dan Kurikulum Merdeka (Literature Review). <i>AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam</i>, 54-77. 3. Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. <i>Jurnal Basicedu</i>, 6(4), 7174-7187. 4. Handayani, F., Martinopa, L., Perdana, A. S., Gistituati, N., & Rusdinal, R. (2022). IMPLEMENTASI KEBIJAKAN PENGELOLAAN KURIKULUM DI SEKOLAH DASAR. <i>Jurnal Cerdas Proklamator</i>, 10(2), 119-129. 5. Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Proyek penguatan profil pelajar pancasila dalam implemementasi kurikulum prototipe di sekolah penggerak jenjang sekolah dasar. <i>Jurnal basicedu</i>, 6(3), 3613-3625. 							
Supporting lecturer		Ulhaq Zuhdi, S.Pd., M.Pd. Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd. Dr. Hitta Alfi Muhimmah, M.Pd. Dr. Nurul Istiq'faroh, 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	Have insight into the basic concepts of the curriculum in elementary schools	<ol style="list-style-type: none"> 1.Explain the basic concepts of the curriculum 2.Explain the concept of curriculum as the substance of school management 3.Explaining Curriculum Theory from various figures 	Criteria: Appraisal attached Form of Assessment : Participatory Activities	Presentation and discussion 2 X 50	Synchronous via Zoom meeting and asynchronous via Vinesa 2 x 50	Material: Basic concepts of curriculum in elementary school Library: Putri, RS (2023). <i>THE CONCEPT OF IMPLEMENTING INDEPENDENT LEARNING IN PRIMARY SCHOOLS ACCORDING TO THE VIEW OF CONSTRUCTIVISM PHILOSOPHY</i> . <i>Pendas: Scientific Journal of Basic Education</i> , 8(1), 66-74.	5%
2	Understand the curriculum in substance in elementary school management	<ol style="list-style-type: none"> 1.Explain the substance of educational management 2.Explaining the curriculum as one of the substances of education 	Criteria: Attached Form of Assessment : Participatory Activities	Presentation and discussion 2 X 50	Synchronus via zoom meeting and asynchronous via Vinesa 2 x 50	Material: curriculum concepts and development of the Elementary School curriculum in Indonesia Reference: Ismiatun, SR, Neliwati, N., & Ginting, BS (2022). <i>Implementation of Curriculum Management in Elementary Schools. Basicedu Journal</i> , 6(1), 965-969.	5%
3	Understand the curriculum as a system	<ol style="list-style-type: none"> 1.Explain the meaning of the system 2.Explain the education system in Indonesia 3.Explaining the curriculum is part of the system 	Criteria: Attached Form of Assessment : Participatory Activities	Presentation and discussion 2 x 50	Synchronous via Zoom meeting and asynchronous via Vinesa 2 x 50	Material: curriculum concepts and development of the Elementary School curriculum in Indonesia Reference: Ismiatun, SR, Neliwati, N., & Ginting, BS (2022). <i>Implementation of Curriculum Management in Elementary Schools. Basicedu Journal</i> , 6(1), 965-969.	5%

4	Examining the history of curriculum development in Indonesia	<ol style="list-style-type: none"> 1.Explain the history of the curriculum from time to time 2.Describe curriculum changes in Indonesia 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, Presentation, Question and Answer 2 X 50	Synchronous via Zoom meeting and asynchronous via Vinesa 2 x 50	<p>Material: History of the curriculum References: <i>Setiawan, A., Ahla, SSUF, & Husna, H. (2022). Concept of KBK, KBM, KTSP, K13, and Independent Curriculum Innovation Model (Literature Review).</i> <i>AL GHAZALI: Journal of Islamic Education and Thought, 54-77.</i></p>	5%
5	Understand curriculum development models	<ol style="list-style-type: none"> 1.Describe the curriculum development model 2.Give examples of curriculum development models 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Presentation, Question and Answer 2 X 50	Synchronous via Zoom meeting and asynchronous via Vinesa 2 x 50	<p>Material: Curriculum development model References: <i>Handayani, F., Martinopa, L., Perdana, AS, Gistituati, N., & Rusdinal, R. (2022). IMPLEMENTATION OF CURRICULUM MANAGEMENT POLICIES IN PRIMARY SCHOOLS. Proclaimer Smart Journal, 10(2), 119-129.</i></p>	5%
6	Understand curriculum development models	<ol style="list-style-type: none"> 1.Describe the Top-down curriculum development model 2.Describe the effectiveness of the Top-down model 	<p>Criteria: Attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Discussion, Presentation, Question and Answer 2 X 50	synchronous using zoom meeting and asynchronous using vinesa 2 x 50	<p>Material: Curriculum development model References: <i>Handayani, F., Martinopa, L., Perdana, AS, Gistituati, N., & Rusdinal, R. (2022). IMPLEMENTATION OF CURRICULUM MANAGEMENT POLICIES IN PRIMARY SCHOOLS. Proclaimer Smart Journal, 10(2), 119-129.</i></p>	5%
7	Understand curriculum development models	<ol style="list-style-type: none"> 1.Describe the curriculum development model 2.Describe the effectiveness of the grass-roots curriculum development model 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, Presentation, Question and Answer 2 X 50	synchronous using zoom meeting and asynchronous using vinesa 2 x 50	<p>Material: Curriculum development model References: <i>Handayani, F., Martinopa, L., Perdana, AS, Gistituati, N., & Rusdinal, R. (2022). IMPLEMENTATION OF CURRICULUM MANAGEMENT POLICIES IN PRIMARY SCHOOLS. Proclaimer Smart Journal, 10(2), 119-129.</i></p>	5%
8	UTS		<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	PjBL 2 X 50	synchronous using zoom meeting and asynchronous using vinesa 2 x 50	<p>Material: history of curriculum in Indonesia Reference: <i>Setiawan, A., Ahla, SSUF, & Husna, H. (2022). Concept of KBK, KBM, KTSP, K13, and Independent Curriculum Innovation Model (Literature Review).</i> <i>AL GHAZALI: Journal of Islamic Education and Thought, 54-77.</i></p>	10%

9	Has insight into elementary school curricula in Finland, Australia and Japan	<ol style="list-style-type: none"> 1.Explains the elementary school curriculum in Finland 2.Describes the primary school curriculum in Australia 3.Explains the elementary school curriculum in Japan 	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion, Presentation, Question and Answer 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	<p>Material: curriculum comparison</p> <p>Reference: <i>Rahmadayanti, D., & Hartoyo, A. (2022). Portrait of the Independent Curriculum, the Form of Independent Learning in Elementary School. Basicedu Journal, 6(4), 7174-7187.</i></p>	5%
10	Have insight into the 2013 Curriculum and the Merdeka curriculum	<ol style="list-style-type: none"> 1.Explaining the 2013 curriculum in elementary schools 2.Explaining the independent curriculum in elementary schools 	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion, Presentation, Question and Answer 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	<p>Material: 2013 curriculum concept and independent curriculum in SD</p> <p>Library: <i>Putri, RS (2023). THE CONCEPT OF IMPLEMENTING INDEPENDENT LEARNING IN PRIMARY SCHOOLS ACCORDING TO THE VIEW OF CONSTRUCTIVISM PHILOSOPHY. Pendas: Scientific Journal of Basic Education, 8(1), 66-74.</i></p>	5%
11	Has the ability to analyze comparative and problematic implementation of the 2013 Curriculum and the Independent Curriculum	<ol style="list-style-type: none"> 1.Explaining the realm of graduate competency in the national curriculum 2.Explain the relationship between SKL, KI and KD in the Elementary School curriculum 	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Cooperative learning 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	<p>Material: implementation of the independent curriculum</p> <p>Reference: <i>Stages of Implementing the Independent Curriculum in Education Units. 2022. Standards Agency, curriculum and educational assessment, Ministry of Education and Culture, Research and Technology in Higher Education.</i></p>	5%
12	Have insight into the implementation of the Independent Curriculum in Elementary Schools	<ol style="list-style-type: none"> 1.Explaining the implementation of the independent curriculum in elementary schools 2.Create indicators based on SK and KD 3.Create learning objectives from the indicators that have been created 	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	presentation, group discussion, and question and answer 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	<p>Material: implementation of the independent curriculum</p> <p>Reader: <i>Putri, RS (2023). THE CONCEPT OF IMPLEMENTING INDEPENDENT LEARNING IN PRIMARY SCHOOLS ACCORDING TO THE VIEW OF CONSTRUCTIVISM PHILOSOPHY. Pendas: Scientific Journal of Basic Education, 8(1), 66-74.</i></p>	5%
13	Have the ability to utilize ICT-based learning resources and learning media in reviewing the curriculum.	<ol style="list-style-type: none"> 1.explains the implementation of the independent curriculum in elementary schools 2.Create indicators based on SK and KD 3.Create learning objectives from the indicators that have been created 	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	presentation, group discussion, and question and answer 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	<p>Material: implementation of the independent curriculum</p> <p>Reader: <i>Putri, RS (2023). THE CONCEPT OF IMPLEMENTING INDEPENDENT LEARNING IN PRIMARY SCHOOLS ACCORDING TO THE VIEW OF CONSTRUCTIVISM PHILOSOPHY. Pendas: Scientific Journal of Basic Education, 8(1), 66-74.</i></p>	5%

14	Have the ability to utilize IT-based learning resources and learning media in preparing learning designs for Independent Curriculum teaching modules in elementary schools	1. Identify the curriculum 2. Analyzing curriculum components 3. Analyzing process standards and evaluation standards in the elementary school curriculum	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Best Learning Project Presentation 2 X 50	synchronous using zoom meeting and asynchronous using vivesa 2 x 50	Material: Teaching modules in elementary schools Reference: <i>Stages of Implementing the Independent Curriculum in Education Units. 2022. Standards Agency, curriculum and educational assessment, Ministry of Education and Culture, Research and Technology in Higher Education.</i>	10%
15	Have the ability to utilize IT-based learning resources and learning media in preparing learning designs for Independent Curriculum teaching modules in elementary schools	1. Identify the curriculum 2. Analyzing curriculum components 3. Analyzing process standards and evaluation standards in the elementary school curriculum	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Student-centered learning approach (student-centered learning) 2 X 50		Material: Teaching module Library: <i>Stages of Implementing the Independent Curriculum in Education Units. 2022. Standards Agency, curriculum and educational assessment, Ministry of Education and Culture, Research and Technology in Higher Education.</i>	9%
16			Form of Assessment : Project Results Assessment / Product Assessment, Test	PjBL 2 x 50	synchronous using zoom meeting, and asynchronous using vivesa 2 x 50		10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	26.67%
2.	Project Results Assessment / Product Assessment	48.17%
3.	Portfolio Assessment	17.5%
4.	Practice / Performance	1.67%
5.	Test	5%
		99.01%

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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

