SEMESTER LEARNING PLAN

	SURABAYA STATE UNIVERSITY **FACULTY OF EDUCATION** **DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY** **EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM**	**Code** **Document**

SEMESTER LEARNING PLAN

COURSES (MK)	**CODE**	**MK Group**	**WEIGHT (credits)**		**SEMESTER**	**date Compilation**
Curriculum Evaluation and Development		Curriculum	**T=2**	**P=2**		April 13, 2022
AUTHORIZATION	**RPS Developer**		**RMK Coordinator**		**Head of Study Program**	
					Dr. Andi Kristanto, S.Pd., M.Pd.	

Achievements Learning (CP)	**CPL-PRODI charged to MK**	
	CPL-S7	Able to realize the character of "Intelligent, Religious, Noble Morals, Independent, Professional and HasExcellence" in daily behavior
	CPL-P1	Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	CPL-KK3	Solving problems based on the case study method (*case method*) or project-based group learning (*team based project*) in the field of Education technology, by prioritizing digital literacy
	CPL-KU5	Able to utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom
	Course Learning Outcomes (CPMK)	
	CPMK-S7	Having the character of "Intelligent, Religious, Noble, Independent, Professional and Has Excellence" in daily behavior as an educational technologist
	CPMK-P1	Able to master concepts, structures and materials in curriculum evaluation and development, and able to innovate in curriculum development to solve problems in the world of education.
	CPMK-KK3	Able to analyze problems in the learning process both based on case studies (*case method*) or project based (*team based project*) to determine learning strategies that are in accordance with the problems found

	CPMK-KU5	Able to implement technology and information in the process of solving learning problems and determining learning strategies according to the problems found
	The final ability of each learning stage (Sub-CPMK)	
	Sub-CPMK1	Students are able to understand the concept of curriculum evaluation
	Sub-CPMK2	Students are able to understand the definition of the purpose and function of curriculum evaluation
	Sub-CPMK3	Students are able to understand the basis of curriculum evaluation
	Sub-CPMK4	Students are able to understand the curriculum evaluation criteria
	Sub-CPMK5	Students are able to understand curriculum evaluation models
	Sub-CPMK6	Students are able to understand the scope of curriculum evaluation
	Sub-CPMK7	Students are able to understand about curriculum evaluation procedures
	Sub-CPMK8	Students are able to understand the concept of curriculum development
	Sub-CPMK9	Students are able to understand the principles and components of curriculum developers
	Sub-CPMK10	Students are able to understand about curriculum development from time to time
	Sub-CPMK11	Students are able to understand about curriculum development from time to time
	Sub-CPMK12	Students are able to understand the concept of the 2013 curriculum and its development
	Correlation between CPL/CPMK and Sub-CPMK	

	Sub-CPMK1	**Sub-CPMK2**	**Sub-CPMK3**	**Sub-CPMK4**	**Sub-CPMK5**	**Sub-CPMK6**	**Sub-CPMK7**	**Sub-CPMK8**	**Sub-CPMK9**	**Sub-CPMK10**	**Sub-CPMK11**	**Sub-CPMK12**
CPMK-S7												
CPMK-P1												
CPMK-KK3												
CPMK-KU5												

Brief Description MK	This course examines the concept of assessing and measuring in curriculum evaluation studies, designing measurement tools, curriculum development, curriculum foundations and functions, types of curriculum organization, components, planning, curriculum systems, curriculum research, curriculum development, understanding of competency-based curriculum through scientific learning. .
Study Material: Theory Learning	1. Evaluation of academic studies, Evaluation as a profession, Evaluation of public policies, Evaluation of measurements and tests, as well as evaluation andresearch 2. Definition, Objectives and Functions of Evaluation 3. Internal and External Evaluation 4. Curriculum evaluation basis 5. Components of curriculum evaluation

	6. Fundamentals of the curriculum evaluation criteria group 7. Criteria for quantitative-based curriculum evaluation 8. Pre-ordinate approach 9. fidetely approach 10. Criteria for qualitative-based curriculum evaluation 11. Mutually adaptive approach 12. Field Criteria 13. Scope of National Level Curriculum Evaluation 14. Evaluation of the curriculum at the level of the education unit 15. Curriculum evaluation based on evaluators, evaluators and methodologies 16. Curriculum evaluation principles and procedures 17. Quantitative evaluation procedure 18. Qualitative evaluation procedures 19. Development of evaluation model 20. Quantitative evaluation 21. Micro Evaluation 22. Qualitative evaluation 23. Definition, theoretical basis and philosophical foundation for curriculum development 24. Principles and components of curriculum development 25. 1984 curriculum, 1994 curriculum, 2004 curriculum, and 2013 curriculum 26. KBK, KTSP, National Curriculum 27. Definition, Components, Structure, and Development of the 2013 Curriculum
References	**Main :** 1. Handout of Curriculum Evaluation and Development Course 2. Print, M (1989), Curriculum Development and Design, Wellington, Allen & unwin 3. Bigss, CE, 1987, Evaluating the Quality of Learning, New York, Academic **Supporters:** 1. AD Rooijakers. 1990.*Teaching successfully*. Jakarta: Gramedia 2. Hamid Hasan, S. 2008.*Curriculum Evaluation*. Bandung: Youth rosdakarya 3. Masykur, R. 2013.*Curriculum Development Theory and Study*. Lampung: AURA

	4. Syaodih S, Nana. 2001.*Curriculum Development, Theory and Practice*. Bandung: Rosdakarya Teenagers 5. Hamalik, Oemar. 1990.*Curriculum Evaluation*. Bandung: Rosdakarya Teenagers
Supporting lecturer	
Requirements course	1. Introduction to Curriculum

Mg To-	**The ultimate ability of each learning stages (Sub-CPMK)**	**Evaluation**		**Learning Forms, Learning methods, Student Assignment, [Estimated time]**		**Theory Learning [References]**	**Weight Appraiser n(%)**
		Indicator	**Criteria & Form**	**Learning Offline (*offline*)**	**Learning Online (*on line*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1.	Students are able to understand theconcept of the evaluation field curriculum	**1.** Student could explain field concept evaluation **2.** Student could give examples evaluation field	Assignments, Activities learning, and Results discussion	1. Discussion 2. Brainstorm	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%
2.	Students are able to understand the definition of the purpose and function ofcurriculum evaluation	**1.** Student could explain definition, goaland function **2.** Student could give example activities and	Assignments and results discussion	1. Discussion 2. Performance	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%

		benefit from evaluation curriculum					
3.	Students are able to understand thebasis of curriculum evaluation	**1.** Student could explain deep foundation evaluation curriculum **2.** Student could mention component- component in evaluation curriculum	Written and oral test	1. Discussion group 2. Frequently Asked Questions	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%
4.	Students are able to understand thecurriculum evaluation criteria	**1.** Student could explain evaluation criteria curriculum quantitative and qualitative **2.** Student could give example criteria evaluation curriculum	Written and Oral Test	1. Discussion 2. Frequently Asked Questions	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%

		quantitative and qualitative					
5.	Students are able to understand evaluation modelscurriculum	**1.** Student could explain models evaluation Curriculum **2.** Student could give model example evaluation Curriculum	Written and Oral Test	1. Discussion group 2. Frequently Asked Questions	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%
6.	Students are able to understand the scope ofcurriculum evaluation	**1.** Student capable explain scope evaluation curriculum **2.** Student could give sample space scope evaluation curriculum	Written and Oral Test	1. Discussion Group 2. Frequently Asked Questions	1. Asynchronous ous online course 2. Synchronouss online course	Attached	7%
7.	**Mid-Semester Evaluation (ETS)**						

8.	Students are able to understandabout curriculum evaluation procedures	**1.** Student could explain about procedure evaluation curriculum **2.** Student capable decipherstep in procedure evaluation curriculum	Written and Oral Test	1. Discussion 2. Question and answer 3. Project based learning	1. Asynchronous ous online course 2. Synchronouss online course	Attached	10%
9.	Students are able to understand theconcept of development curriculum	1. Student could explain about development curriculum	Q&A and Oral test	1. Discussion 2. Question and answer	1. Asynchronous online course 2. Synchronouss online course	Attached	7%
10.	Students are able to understand the principles and components ofcurriculum developers	1. Student could explain about principles and components development curriculum	Written and Oral Test	1. Discussion 2. Question and answer	1. Asynchronous ous online course 2. Synchronouss online course	Attached	8%
11.	Students are able to understand the developmentcurriculum from time to time	1. Student could explain about development	Presentation, and Ask Answer	1. Presentation 2. Discussion Group	1. Asynchronous ous online course 2. Synchronous s online course	Attached	10%

		curriculum in Indonesia					
12.	Students are able to understand the developmentcurriculum from time to time	1. Student could explain about development curriculum in Indonesia	Presentation, and Ask Answer	1. Presentation 2. Discussion Group	1. Problem based Learning 2. Project based Learning	Attached	10%
13.	Students are able to understand the concept of the 2013 curriculum and its development	1. Student could explain about various thing about 2013 curriculum and development yes	Assignment BasedProject Based Learning	1. Discussion 2. Frequently Asked Questions 3. Project based learning	1. Problem based Learning 2. Project based Learning	Attached	10%
14.	**End of Semester Evaluation (EAS)**						

Notes :

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)**is the ability possessed by every graduate of the study program which is the internalization ofattitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course**are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for theformation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)**is the ability that is described specifically from the CPL that is charged to the course, and is specific to the studymaterial or learning material for thecourse.
4. **Sub-CP Course (Sub-CPMK)**is the ability that is described specifically from the CPMK that can be measured or observed and is the finalabilitythatisplannedat each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators**ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability orperformance of student learning outcomes accompanied by evidence.
6. **Rating Criteria**is a benchmark used as a measure or benchmark for learning achievement in an assessment based on predeterminedindicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.

7. **Assessment technique:**test and non-test.
8. **Learning form:**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, CollaborativeLearning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials**are details or descriptions of the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight**is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving thesub-CPMK, and the total is 100%.
12. **PB**= Learning Process,**PT**=Structured Assignments,**KM**= Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*)		Weight (%) Sub-CPMK	Score Mhs (0-100)	--((Mhs Value) X (Weight%)*))	Achievement CPL on MK (%)
1	CPL-P	CPM-K	Sub CPMK 1	**1.** Student could explain field concept evaluation **2.** Student could give examples evaluation field	Task 1 1. Explain what evaluationis according to academic studies! 2. Explain the meaning evaluation views as a profession! 3. Explain connection evaluation and research1	8%	8%			
2	CPL-P	CPM-K	Sub CPMK 2	**1.** Student could explain definition, goal and function **2.** Student could give sample activities and benefits from evaluation curriculum	Task 2 1. Explain clearly short goal and the function of evaluation! 2. Explain difference between evaluations internal and external!	8%	8%			
3	CPL-P	CPM-K	Sub CPMK 3	**1.** Student could explain deep foundation evaluation curriculum **2.** student could	Task 3 Mention various base components evaluation!	8%	8%			

				mention component- component in evaluation curriculum						
4	CPL-P	CPM-K	Sub CPMK 4	1. Student could explain evaluation criteria curriculum quantitative and qualitative 2. Student could give example criteria evaluation curriculum quantitative and qualitative	Task 4 1. Explain what what is meant bypre approach ordinate! 2. Explain what what is meant by approach fidelity! 3. Explain what what is meant by approach mutually adaptive!	8%	8%			
5	CPL-P	CPM-K	Sub CPMK 5	1. Student could explain models evaluation Curriculum 2. Student could give model example evaluation Curriculum	Task 5 1. Explain clearly short with difference from evaluation model quantitative, microand evaluative!	8%	8%			
6	CPL-P	CPM-K	Sub CPMK 6	1.Student capable	Task 6 1. Analyze space linkup from	7%	7%			

				explain scope evaluation curriculum 2.Student could give sample space evaluation scope curriculum	evaluation curriculum!					
7	Mid-Semester Evaluation (ETS)									
8	CPL-P	CPM-K	Sub CPMK 8	**1.** Student could explain about procedure evaluation curriculum **2.** Student capable decipherstep in procedure evaluation curriculum	Task 8 Assigned observation for looking for examples past curriculum student do the procedure good evaluation qualitative and quantitative!	10%	10%			
9	CPL-P	CPM-K	Sub CPMK 9	1. Students can explain about development curriculum	Task 9 1. Explain clearly short definition about development curriculum along with theoretical basis and philosophical which underlie development curriculum!	7%	7%			

10	CPL-P	CPM-K	Sub CPMK 10	1. Students can explain about principles and components development curriculum	Task 10 1. State the principlein development curriculum! 2. Analyze component-inner component development curriculum!	8%	8%			
11	CPL-P	CPM-K	Sub CPMK 11	1.Student could explain about development curriculum in Indonesia	Task 11 Divided into 4 group of berdarkanThe 4 curricula are 1984 curriculum, 1994, 2004, 2013. Then students are asked analyze the curriculum that obtained.	10%	10%			
12	CPL-P	CPM-K	Sub CPMK 12	1.Students can explain about development curriculum in Indonesia	Task 12 Students are divided into 6 groups then students are asked analyze the curriculum that been in Indonesia that is KBK curriculum (2 Group), KTSP curriculum (2 group), National Curriculum (2 groups)!	10%	10%			
13	CPL-P	CPM-K	Sub CPMK 13	1. Students can explain about various thing about	Task 13 Students are divided into 7 groups then	10%	10%			

				2013 curriculum and progress	student make observationsabout curriculum used and development at level the education, level education is TK/PAUD, SD, MI, SMP, MTs, SMA, MA. Then results observation presented at in class.					
14	**End of Semester Evaluation (EAS)**									
					Total weight (%)	100	100			
					Student's final grade (-(Score) X (Weight%))					

Notes : CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes