SEMESTER LEARNING PLAN

UNESA Universitas Negeri Surabaya	**STATE UNIVERSITY OF SURABAYA** **FACULTY OF EDUCATION** **DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY** **STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY**	**Document Code**

SEMESTER LEARNING PLAN

COURSES (MK)	**CODE**	**MK family**	**WEIGHT (credits)**		**SEMESTER**	**Compilation Date**
Introduction to Curriculum	8620302062	Curriculum	**T=1**	**P=1**	1	March 20, 2022

AUTHORIZATION	**RPS Developer**	**RMK Coordinator**	**Head of Study Program**
		-	**Dr. Andi Kristanto, M.Pd.**

Learning Outcomes (CP)	**CPL-PRODI charged to MK**	
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in scientific learning of educational technology in a professional and responsible manner.
	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-KK4	Design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by promoting 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-S8	Able to demonstrate scientific, critical and innovative attitude in teaching Introduction to Curriculum in a professional manner and have sensitivity and responsibility in designing, developing and evaluating curriculum based on theoretical concepts and curriculum models as Curriculum Developer.
	CPMK-P1	Mastering the concepts, structures, and materials in Introduction to Curriculum learning as a Curriculum Developer.
	CPMK-KK4	Design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by prioritizing the curriculum.
	CPMK-KU5	Able to utilize information in solving problems in the field of education technology based on local wisdom

The final ability of each learning stage (Sub-CPMK)	
Sub-CPMK1	Students can explain the basic concepts of the curriculum correctly
Sub-CPMK2	Students can explainthe principles and foundations of the curriculum correctly
Sub-CPMK3	Students can explainthe function of the curriculum in education correctly
Sub-CPMK4	Students can explain and mentioncurriculum components correctly
Sub-CPMK5	Students can explaincurriculum organization properly
Sub-CPMK6	Students can explainCompetency-Based Curriculum (KBK) correctly
Sub-CPMK7	Students can explainthe basic concepts of KTSP (Education Unit Level Curriculum) correctly
Sub-CPMK8	Students can explainthe principles and foundations of KTSP correctly
Sub-CPMK9	Students can explaincorrect curriculum
Sub-CPMK10	Students can explainoperational curriculum concept correctly
Sub-CPMK11	Students can explaincorrect curriculum development pattern
Sub-CPMK12	Students can explainpreparation of curriculum implementation along with the steps correctly
Sub-CPMK13	Students can explainmonitoring and fostering the curriculum properly
Sub-CPMK14	Students can explainevaluation and curriculum change properly

Correlation between CPL/CPMK and Sub-CPMK

	Sub-CPMK 1	Sub-CPMK 2	Sub-CPMK 3	Sub-CPMK 4	Sub-CPMK 5	Sub-CPMK 6	Sub-CPMK 7	Sub-CPMK 8	Sub-CPMK 9	Sub-CPMK 10	Sub-CPMK 11	Sub-CPMK 12	Sub-CPMK 13	Sub-CPMK 14
CPMK-S8														
CPMK-P1														
CPMK-KK4														
CPMK-KU5														

MK Brief Description	This course introduces and develops students' basic knowledge about the curriculum, its development, and its implementation in the education system through collaborative learning.
Study Materials: Learning Materials	1. Basic concepts of curriculum 2. Curriculum principles and foundations 3. Functions of the curriculum in education 4. Curriculum Components 5. Curriculum organization 6. Competency-Based Curriculum (KBK) 7. The basic concept of KTSP (Education Unit Level Curriculum) 8. SBC principles and foundations 9. Subject curriculum 10. Operational curriculum concept 11. Curriculum development pattern 12. Preparation of curriculum implementation along with the steps 13. Curriculum monitoring and development 14. Curriculum evaluation and change
References	**Main :**
	1. Tyler, RW 1975. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press
	Supporters:
	2. Ministry of Education and Culture. 1994. The General Secondary School Curriculum: Foundation, program and development . Jakarta: Ministry of Education and Culture 3. Nasution, S. 1994. Principles of the Curriculum. Jakarta: Earth Literacy 4. Curriculum Center. Research and Development Ministry of National Education. 2002. Competency-based curriculum. Jakarta 5. Syaodih Nana S, (2008) Curriculum Development (theory and practice), Bandung 6. Oliva, PF 1992. Developing The Curriculum. New York: Harper Collins Publishing 7. Print, M (1989), Curriculum Development and Design, Wellington, Allen & unwin
Supporting lecturer	
Requirements course	-

Mg to-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Forms of Learning, Learning Methods, Student Assignments,[Estimated time]		Learning materials[References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can explain the basic concepts of the curriculum correctly	1. Students can explain the meaning of curriculum 2. Students can explain the definition, objectives and concepts of curriculum 3. Students can provide analogies about the curriculum in various ways	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Lecture - Discussion - Question and answer - Assignment	5, 6, 7	2%
2	Students can explain the principles and foundations of the curriculum correctly	1. Students can explain curriculum principles 2. Students can provide examples of the application of curriculum principles 3. Students can explain the curriculum foundation	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Lecture - Discussion - Question and answer - Assignment	5, 6, 7	2%

3	Students can explain the function of curriculum in education correctly	1. Students can explain the function of the curriculum 2. Students can provide examples of the function of the curriculum in achieving educational goals	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	5, 6, 7	2%
4	Students can explain and mention curriculum components correctly	1. Students are able to explain the scope of curriculum components 2. Students can provide component limits	- Very well - Well - Enough - Not enough - Less once - - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	5, 6, 7	4%
5	Students can explain curriculum organization correctly	1. Students can explain about curriculum organization 2. Students can provide examples of implementing curriculum organizations	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	5, 6, 7	4%

6	Students can explain Competency-Based Curriculum (KBK) correctly	1. Students can explain the meaning of KBK 2. Students can explain the basic concepts of KBK 3. Students can explain the development of KBK	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	5, 6, 7	4%
7	Students can explain the basic concepts of KTSP (Education Unit Level Curriculum) correctly	1. Students can explain the basic concepts of KTSP 2. Students can provide examples of KTSP at the education level	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	2, 4, 6	4%
8	UTS						20%
9	Students can explain the principles and foundations of KTSP correctly	1. Students can explain the principles and foundations of KTSP	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	2, 4, 6	4%

10	Students can explain the curriculum of subjects correctly	1. Students can explain the subject curriculum 2. Students can provide examples of subject curriculum	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	1, 3, 4	4%
11	Students can explain the concept of operational curriculum correctly	1. Students can explain operational curriculum concepts	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	2, 3	4%
12	Students can explain the pattern of curriculum development correctly	1. Students can explain the concepts of centralized, decentralized and deconcentrated curriculum	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	1.2	4%

13	Students can explain the preparation for implementing the curriculum and the steps correctly	1. Students can explain the preparation of curriculum implementation along with the steps	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	1	4%
14	Students can explain monitoring and curriculum development correctly	1. Students can explain monitoring and curriculum development 2. Students can explain the purpose and scope of monitoring 3. Students can explain the approach and implementation of curriculum monitoring	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	2, 3	4%

15	Students can explain evaluation and curriculum changes correctly	1. Students can explain the meaning of curriculum evaluation 2. Students can explain about changes in the curriculum 3. Students can explain about curriculum development	- Very well - Well - Enough - Not enough - Less once - Test - Activity Observation		- Group Presentation - Discussion - Question and answer - Assignment	1, 2, 6	4%
16	UAS						30%

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 of attitudes, 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 the formation/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 study material or learning material for the course.
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 final ability that is planned at 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 or performance 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 predetermined indicators. 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, Collaborative Learning, 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 the sub-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	ScoreMhs (0-100)	((Score) X (Weight%)*))	Achievement CPL at MK (%)
1	CPL-P	CPMK-P	Sub-CPMK1	1. Students can explain the meaning of curriculum 2. Students can explain the definition, objectives and concepts of curriculum 3. Students can provide analogies about the curriculum in various ways	1. Explain the meaning of curriculum in your opinion from the studies of experts 2. Describe and explain the relationship between: -Planning -Destination -Time -Resource -Evaluation for educational purposes 3. Drawing conclusions about the basic concepts of the curriculum	2%	2%			
2	CPL-P	CPMK-P	Sub-CPMK2	1. Students can explain curriculum principles 2. Students can provide examples of the application of curriculum principles 3. Students can explain the curriculum foundation	1. Identify and make examples of activities: -Relevance -Effectiveness -Continuity -Efficiency -Effectiveness 2. Explain the curriculum foundation	2%	2%			

3	CPL-P	CPMK-P	Sub-CPMK3	1. Students can explain the function of the curriculum 2. Students can provide examples of the function of the curriculum in achieving educational goals	1. Describe and define: -Internal function -External function -Educational Purpose	2%	2%			
4	CPL-P	CPMK-P	Sub-CPMK4	1. Students are able to explain the scope of curriculum components 2. Students can provide component limits	1. Explain the meaning and relationship between curriculum components	4%	4%			
5	CPL-P	CPMK-P	Sub-CPMK5	1. Students can explain about curriculum organization 2. Students can provide examples of implementing curriculum organizations	1. Identify and make examples of curriculum organization Separated subject, Integrated subject, Corelated subject	4%	4%			
6	CPL-P	CPMK-P	Sub-CPMK6	1. Students can explain the meaning of KBK 2. Students can explain the basic concepts of KBK 3. Students can explain the development of KBK	1.Formulate your understanding of Definition, basic concepts and KBK development	4%	4%			

7	CPL-P	CPMK-P	Sub-CPMK7	1. Students can explain the basic concepts of KTSP 2. Students can provide examples of KTSP at the education level	1. Describe the basic concepts of KTSP and give examples of KTSP at the education level	4%	4%			
8	**Mid-Semester Evaluation (ETS)**					**20%**	**20%**			
9	CPL-P	CPMK-P	Sub-CPMK8	1. 1.Students can explain the principles and foundations of KTSP	1. Explain the principles and foundations of KTSP	4%	4%			
10	CPL-P	CPMK-P	Sub-CPMK9	1. Students can explain the subject curriculum 2. Students can provide examples of subject curriculum	1. Describe the characteristics and give an example: -Special and general purpose -The purpose of the subject -RPP and syllabus	4%	4%			
11	CPL-P	CPMK-P	Sub-CPMK10	1. Students can explain operational curriculum concepts	1. Describe the position and function: - annual plan - semester plan - daily plan (RPP)	4%	4%			
12	CPL-P	CPMK-P	Sub-CPMK11	1. Students can explain the concepts of centralized, decentralized and deconcentrated curriculum	1. Explain the differences between curriculum development patterns and give examples.	4%	4%			

13	CPL-P	CPMK-P	Sub-CPMK12	1. Students can explain the preparation of curriculum implementation along with the steps	1. Describe the steps for implementing curriculum preparation in educational units	4%	4%			
14	CPL-P	CPMK-P	Sub-CPMK13	1. Students can explain monitoring and curriculum development 2. Students can explain the purpose and scope of monitoring 3. Students can explain the approach and implementation of curriculum monitoring	1. Describe and explain procedures for monitoring and developing curriculum 2. Explain the purpose and scope of monitoring 3. Explain the approach and implementation of curriculum monitoring	4%	4%			
15	CPL-P	CPMK-P	Sub-CPMK14	1. Students can explain the meaning of curriculum evaluation 2. Students can explain about changes in the curriculum 3. Students can explain about curriculum development	1. Describe and make predictions about curriculum evaluation, changes in curriculum, and curriculum development	4%	4%			
16	**End of Semester Evaluation (EAS)**					**30%**	**30%**			
					Total weight (%)	100	100			
					Student's final grade ((Score) X(Weight%))					

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