



**Universitas Negeri Surabaya
Program Studi S1 MKDU**

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																													
PLP-Analisis Kurikulum		1000002051		T=2	P=0	ECTS=3.18	6	23 Agustus 2025																																																																																													
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																														
		TIM MBKM		TIM MBKM																																																																																																	
Model Pembelajaran	Project Based Learning																																																																																																				
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																				
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																																																																																																			
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																				
	CPMK - 1	Understanding Curriculum Models (C2)																																																																																																			
	CPMK - 2	Be able to analyze Curriculum Component (C4)																																																																																																			
	CPMK - 3	Be able to evaluate Curriculum Application (C5)																																																																																																			
	Matrik CPL - CPMK																																																																																																				
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Deskripsi Singkat MK	The PLP-Curriculum Analysis course is designed to equip students with skills in critically analyzing and evaluating educational curricula. In this course, students will learn various models and approaches in curriculum development, as well as understand the basic principles underlying the structure and implementation of curricula at various levels of education. In addition, they will explore curriculum elements such as learning objectives, content, teaching methods, and curriculum evaluation. An understanding of the social, cultural, and educational policy contexts that influence curriculum development will also be a major focus. During the course, students will be involved in activities that require them to analyze the curriculum implemented in schools or other educational institutions. They will identify the strengths and weaknesses of the existing curriculum and provide recommendations for improvement. This course not only teaches technical skills in curriculum analysis, but also instills a deep understanding of how the curriculum plays a role in shaping students' character and achieving educational goals.																																																																																																				
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Pustaka

Utama :

- Ainsworth, L. (2019). Rigorous and relevant curriculum design. CreateSpace Independent Publishing Platform. - Clements, D. H., Sarama, J., & Confrey, J. (2019). Learning trajectories in mathematics education. Springer. - Fullan, M. (2020). Leading in a culture of change: Personal action guide and workbook. Jossey-Bass. - Groff, J. (2023). The OECD Learning Compass 2030: Implications for mathematics curricula. Springer. - Schmidt, W. H. (2020). Why what we teach matters: Towards a 21st century curriculum. OECD Publishing. - Armatas, C., & Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge. - Sztajn, P., & Smith, M. S. (2021). A framework for teacher learning: Connecting curriculum and professional development. Routledge. - OECD. (2020). Curriculum overload: A way forward. OECD iLibrary. - Heritage, M. (2022). Formative assessment in practice: A process of inquiry and action. Harvard Education Press. - Tichnor-Wagner, A. (2019). Future of education and skills 2030: Curriculum analysis. OECD Publishing. - Turner, C. A., & Roberts, G. L. (2021). Curriculum Analysis in Student Teaching Internships: Exploring Teacher Preparation through Practical Application. Journal of Curriculum Studies, 53(2), 87-102. - Parker, L. M., & Allen, T. P. (2020). The Role of Curriculum Analysis in Student Teaching Internships: Developing Critical Thinking Skills. Journal of Teacher Education, 71(4), 307-319. - Miller, A. R., & Jacobs, M. T. (2022). Evaluating Curriculum Design in Student Teaching Internships: Practical Insights from Future Educators. Journal of Educational Practice, 16(3), 124-137. - Barker, H. J., & Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271. - Davis, M., & Thompson, S. P. (2021). Integrating Curriculum Analysis into Student Teaching Programs: Challenges and Opportunities. Teaching and Teacher Education, 96, 168-179. - Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213. - Brown, L. M., & Harrison, J. G. (2022). Student Teaching Internships and the Practice of Curriculum Analysis: Bridging Theory and Application. Journal of Educational Assessment, 19(1), 44-59. - Kim, S. J., & Roberts, H. T. (2020). Curriculum Mapping and Analysis in Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Teaching and Learning, 38(4), 55-69. - Simmons, R. P., & Walker, S. E. (2021). Curriculum Analysis in Teacher Preparation: Insights from Student Teaching Experiences. Journal of Education Research, 39(3), 123-135. - Hughes, D., & Carter, R. L. (2022). Curriculum Evaluation in Student Teaching: A Framework for Teacher Preparation. Educational Policy and Leadership, 26(7), 208-222. - Reynolds, C. S., & Foster, L. M. (2021). Analyzing Curriculum in Student Teaching Programs: The Role of Reflective Practice. Journal of Teacher Development, 15(5), 85-99. - Wells, R., & Bennett, P. F. (2020). The Role of Curriculum Analysis in Developing Effective Teachers through Student Teaching Internships. Journal of Teacher Education and Practice, 40(1), 72-86. - Doolittle, P. E., & Schmitt, E. (2021). Exploring the Connection Between Curriculum Design and Student Teaching Internships. Journal of Curriculum and Instruction, 39(2), 112-125. - Thompson, J. M., & Wilson, G. P. (2022). Curriculum Analysis as a Tool for Enhancing Student Teaching Internship Experiences. International Journal of Education Research, 41(2), 95-107. - Foster, M. S., & Greene, T. J. (2020). From Theory to Practice: The Role of Curriculum Analysis in Student Teaching Internships. International Journal of Teacher Education, 27(3), 147-160.							
Pendukung :							
- Schoolar - SINTA							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to identify the school curriculum applied in the education unit	The more active the discussion, the higher the value	Kriteria: Good and diverse questions Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lectures and discussions 2 x 50	Lectures and discussions 2 x 50	Materi: School Curriculum Pustaka: Armatas, C., & Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.	3%

2	Able to identify the school curriculum applied in the education unit	Students are active during learning and providing ideas	Kriteria: Students are active during learning and providing ideas Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Lectures and discussions 2 x 50	Lectures and discussions 2 x 50	Materi: School Curriculum Pustaka: <i>Armatas, C., & Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.</i>	3%
3	Able to analyze the implementation of the school curriculum/expertise competencies using a specific approach	Students are active in the learning process.	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Barker, H. J., & Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i>	3%
4	Able to analyze the implementation of the school curriculum/expertise competencies using a specific approach	Students are active in the learning process.	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Barker, H. J., & Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i>	3%

5	Able to analyze the implementation of the school curriculum/expertise competencies using a specific approach	Students are active in the learning process.	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Barker, H. J., & Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i>	3%
6	Able to prepare semester programs and annual programs at certain classes and levels	Active discussion	Kriteria: Question Weights Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Discussions and Talks 2 x 50	Discussions and Talks 2 x 50	Materi: School Curriculum Pustaka: <i>OECD. (2020). Curriculum overload: A way forward. OECD iLibrary.</i>	3%
7	Able to prepare semester programs and annual programs at certain classes and levels	Active discussion	Kriteria: Question Weights Bentuk Penilaian : Aktifitas Partisipatif	Discussions and Talks 2 x 50	Discussions and Talks 2 x 50	Materi: School Curriculum Pustaka: <i>OECD. (2020). Curriculum overload: A way forward. OECD iLibrary.</i>	4%
8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	UTS 2 x 50	UTS 2 x 50	Materi: School Curriculum Pustaka: <i>Turner, C. A., & Roberts, G. L. (2021). Curriculum Analysis in Student Teaching Internships: Exploring Teacher Preparation through Practical Application. Journal of Curriculum Studies, 53(2), 87-102.</i>	20%

9	Able to evaluate the implementation of semester programs and annual programs at certain classes and levels	Students are active during learning and have critical questions	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213.</i>	4%
10	Able to evaluate the implementation of semester programs and annual programs at certain classes and levels	Students are active during learning and have critical questions	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213.</i>	4%
11	Able to evaluate the implementation of semester programs and annual programs at certain classes and levels	Students are active during learning and have critical questions	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213.</i>	4%

12	Able to evaluate the implementation of semester programs and annual programs at certain classes and levels	Students are active during learning and have critical questions	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213.</i>	4%
13	Able to evaluate the implementation of semester programs and annual programs at certain classes and levels	Students are active during learning and have critical questions	Kriteria: Students are active during learning and have critical questions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: School Curriculum Pustaka: <i>Jackson, C. R., & Lee, S. P. (2020). Analyzing Curricular Effectiveness During Student Teaching Internships. Journal of Curriculum Development, 31(2), 202-213.</i>	4%
14	Able to prepare a follow-up plan based on the results of the evaluation of the implementation of semester programs and annual programs at classes and levels	Actively Participating in the Class	Kriteria: Meaningful Statements Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	lecturer 2 x 50	lecturer 2 x 50	Materi: School Curriculum Pustaka: <i>Kim, S. J., & Roberts, H. T. (2020). Curriculum Mapping and Analysis in Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Teaching and Learning, 38(4), 55-69.</i>	4%

15	Able to prepare a follow-up plan based on the results of the evaluation of the implementation of semester programs and annual programs at classes and levels	Actively Participating in the Class	Kriteria: Meaningful Statements Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	lecturer 2 x 50	lecturer 2 x 50	Materi: School Curriculum Pustaka: Kim, S. J., & Roberts, H. T. (2020). <i>Curriculum Mapping and Analysis in Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Teaching and Learning</i> , 38(4), 55-69.	4%
16	UAS	bobot ide	Kriteria: UAS Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	UAS 2 x 50	UAS 2 x 50	Materi: tujuan pendidikan Pustaka: Anderson, W. Orin dan David R. Krathwohl. 2001. <i>A Taxonomy for Learning, Teaching and Assesing. a Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman</i> Materi: All Materials Pustaka: Armatas, C., & Spratt, C. (2021). <i>Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	27%
2.	Penilaian Hasil Project / Penilaian Produk	56.5%
3.	Praktik / Unjuk Kerja	16.5%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.

3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.