



Universitas Negeri Surabaya
Faculty of Education, Master of Education
PJJ Study Program, Educational Technology

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
Curriculum Development	8610902009		T=4	P=0	ECTS=8.96	1	July 19, 2024																																									
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																										
			Hirnanda Dimas Pradana, M.Pd.																																										
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
References	Main :																																															
	Supporters:																																															
Supporting lecturer																																																
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	Students can connect the competencies of Educational Technology graduates with the educational technology scientific domain and explain the scientific position of the curriculum in the educational technology domain	1. Explain the definition of educational technology 2. Identify the concept of curriculum 3. Explain the definition of curriculum 4. Outline the objectives of the curriculum		Discussion & Questions and Answers 2 X 50			0%
2	Students can describe the Principles and Foundations of Curriculum Development	1. Outline the Curriculum Development process 2. Identify the Principles of Curriculum Development 3. Identify the Foundations of Curriculum Development		Discussion & Questions and Answers 2 X 50			0%
3	Students can analyze curriculum concept models as a basis for curriculum development	Identifying concept models 1. Academic Subject 2. Humanistic 3. Socio-Technological Reconstruction		Case Studies, Discussion & Questions and Answers 2 X 50			0%
4	Students can analyze Curriculum Design according to objective characteristics	Outlining Curriculum Design Analyzing advantages & disadvantages Concluding the appropriate use of design		Discussion & questions and answers 2 X 50			0%
5	Development of the KBK-KTSP Curriculum	Explain the characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages		Presentation, discussion & question and answer 2 X 50			0%
6	Development of the KKNI-K'13 Curriculum	Explain the characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages		Presentation, discussion & question and answer 2 X 50			0%
7	Development of the Independent Curriculum	Explain the characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages		Presentation, discussion & question and answer 2 X 50			0%
8	Development of Religion-Based Curriculum	Explain the characteristics of the curriculum model. Explain the concept of the curriculum model. Analyze the advantages & disadvantages		Presentation, discussion & question and answer 2 X 50			0%
9	UTS			2 X 50			0%

10	Students can describe the process and procedures for curriculum development using the Ralph W. Tyler model	Identifying 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Tyler Models		Group presentation. Discussion & Questions and Answers 2 X 50			0%
11	Students can describe the process and procedures for curriculum development using the Hilda Taba model	Identify 1. Background 2. Process 3. Sources 4. Evaluation of Currency Development. Model Hilda Taba		Group presentation. Discussion & Questions and Answers 2 X 50			0%
12	Students can describe the process and procedures for curriculum development using the Peter Oliva model	Identifying 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Model Peter Oliva		Group presentation. Discussion & Questions and Answers 2 X 50			0%
13	Students can describe the process and procedures for curriculum development using the Murray Print model	Identifying 1. Background 2. Process 3. Sources 4. Evaluation Development Currency. Murray Print Models		Group presentation. Discussion & Questions and Answers 2 X 50			0%
14	Curriculum Development Practices	Applying curriculum development to RPP Analyzing advantages & disadvantages		Individual presentation, Discussion & Question and answer 2 X 50			0%
15	Curriculum Development Practices	Applying curriculum development to RPP Analyzing advantages & disadvantages		Individual presentation, Discussion & Question and answer 2 X 50			0%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.

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.