



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
School Curriculum	8720502169	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. Harmanto, M.Pd;			Maya Mustika Kartika Sari, S.Sos., M.IP.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																	
	Program Objectives (PO)																	
	PO - 1	Have the ability to utilize ICT-based learning resources and learning media in order to search for and expand various content related to the curriculum																
	PLO-PO Matrix																	
		P.O																
		PO-1																
PO Matrix at the end of each learning stage (Sub-PO)																		
	P.O	Week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1																	

Short Course Description	This course provides an understanding of the basic concepts of curriculum, curriculum principles, types and models of curriculum development, curriculum theory, principles, essence, content and approaches in curriculum development, function and role of curriculum development, curriculum decision making, Civics curriculum literacy, course objectives Civics lessons, characteristics of the Civics curriculum, implementation of the Civics curriculum, as well as skills for conducting Civics curriculum studies. Lectures are carried out with case study analysis, presentations and discussions, project assignments, and reflections.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Referensi: Reni Akbar Hawadi, dkk. 2001. Kurikulum Berdiferensiasi . Jakarta: Grasindo.Sutirjodan Sri IstutiMamik. 2005. Tematik: Pembelajaran Efektif dalam Kurikulum 2004 . Malang:Bayumedia Publishing. 2. Dick, Walter and Lou Carey. 2005. The Systematic Design of Instructional (third edition) . USA: Harper Collins Publishers. 3. Gafur, Abdul. 1982. Disain Instruksional. Suatu Langkah Sistematis Penyusunan Pola Dasar Kegiatan Belajar Mengajar . Solo: Tiga Serangkai. 4. Ibrahim, Abd. Syukur, dkk. 1987. Telaah Kurikulum 1984: Sebuah Pengantar . Surabaya: Usaha Nasional 5. Tarigan, Henry Guntur. 1989. Telaah Buku Teks . 6. Kementerian Pedidikan dan Kebudayaan. 2018. Permendikbud No. 37 Tahun 2018. Jakarta: Kemendikbud. 7. Idi, Abdulah. 2014. Pengembangan Kurikulum: Teori dan Praktik. Jakarta: Raja Grafindo Persada. 8. James Arthur, Ian Davies, Carole Hahn (Eds). 2008. Handbook of Education for Citizenship and Democracy. London: Sage Publication. 9. Limon E. Kattington (Eds). 2010. Handbook of Curriculum Development. New York: Nova Science Publishers, Inc. 5 10. Miller, John P. 1985. Curriculum, Perspectives and Practice. New York: Longman. 11. Oemar Hamalik. 2013. Dasar-Dasar Pengembangan Kurikulum.Bandung: PT. Remaja Rosdakarya. 12. Robert White. 2014. Curriculum Development, Innovation and Reform. London: Nova Science Publishers, Inc. 13. Nasution, S. 2014. Asas-Asas Kurikulum. Jakarta: Bumi Aksara. 14. Terwel, J. Walker, D. 2008. Curriculum as a Shaping Force: Toward a Principled Approach in Curriculum Theory and Practice. New York: Nova Science Publishers, Inc. 15. Walvoord, B. E. and Anderson, V. J. 2010. Effective Grading: A Tool for Learning and Assessment. 2nd. Wales: Jossey-Bass. 16. William F. Pinar. 2014. International Handbook of Curriculum Research 2ed Edition. New York: Taylor & Francis. <p>Supporters:</p> <ol style="list-style-type: none"> 1. Kurikulilum Merdeka Jenjang SMP dan SMA sederajat mata pelajaran Pendidikan Pancasila
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Supporting lecturer	Dr. Harmanto, S.Pd., M.Pd. Listyaningsih, S.Pd., M.Pd.
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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	Describe lectures for one semester. Analyze the position of the School Curriculum (KuSe) in the national education system	<input type="checkbox"/> Explain the lecture system for one semester <input type="checkbox"/> Analyze the position of KuSe in the national education system <input type="checkbox"/> Describe the position of KuSe in PPKn learning	Form of Assessment : Participatory Activities	Accentuate information processing through comprehensive collaborative questions and answers, 2 X 50 Synchronous Discussions		Materials: • Lecture contracts • Lecture systems • Assessment in lectures • Rules and regulations in lectures • Assignments in lectures • The importance of subjects Bibliography: <i>Limon E. Kattington (Eds). 2010. Handbook of Curriculum Development. New York: Nova Science Publishers, Inc. 5</i>	5%
2	<input type="checkbox"/> Describe the basic concepts of curriculum <input type="checkbox"/> Describe the curriculum approach	<input type="checkbox"/> Explain the meaning of curriculum <input type="checkbox"/> Explain the function of the curriculum <input type="checkbox"/> Describe the basic concept of curriculum <input type="checkbox"/> Describe the curriculum approach	Criteria: meaning, function, curriculum approach Form of Assessment : Participatory Activities, Portfolio Assessment	Accentuate information processing through scientific collaboration 2 X 50		Material: • Basic concepts of curriculum • Curriculum approach References: <i>Ibrahim, Abd. Gratitude, et al. 1987. Review of the 1984 Curriculum: An Introduction. Surabaya: National Enterprise</i>	5%
3	Analyze the principles of the curriculum	<input type="checkbox"/> Explain the principles of curriculum <input type="checkbox"/> Analyze the importance of principles in curriculum development	Criteria: • Analyze the principles of the curriculum Form of Assessment : Participatory Activities	Assignment (Case Study) (Question and Answer, Discussion) Synchronous 2 X 50			5%
4	Describe curriculum components	Describe curriculum components	Criteria: Explains at least 4 curriculum components Form of Assessment : Participatory Activities	Collaborative, scientific and humanistic information processing accentuation Accentuation of habituation Attitude with Collaborative, scientific and humanistic action objectification Asynchronous 2 X 50			5%

5	Analyzing the objectives of Pancasila education subjects at elementary, middle and high school levels. Analyzing the characteristics of the Pancasila education curriculum	<p>1. <input type="checkbox"/> Analyze the objectives of PPKn subjects at elementary, middle and high school levels <input type="checkbox"/></p> <p>Analyze the characteristics of the PPKn curriculum</p> <p>2. • Analyzing the objectives of the Pancasila education subjects at elementary, middle and high school levels • Analyzing the characteristics of the Pancasila education curriculum</p>	<p>Criteria:</p> <ul style="list-style-type: none"> Analyze the characteristics of the Pancasila Education curriculum <p>Form of Assessment : Participatory Activities</p>	Accentuate information processing through scientific, humanistic collaboration (Assignment) Synchronous Discussing Assignment 1 and Assignment 2 2 X 50		<p>Material: Objectives of Pancasila Education subjects at elementary, middle and high school levels Characteristics of the Pancasila Education curriculum Library: <i>Merdeka Curriculum Middle and High School levels equivalent to Pancasila Education subjects</i></p>	5%
6	Analyzing the objectives of Pancasila education subjects at elementary, middle and high school levels. Analyzing the characteristics of the Pancasila education curriculum	<p>1. <input type="checkbox"/> Analyze the objectives of PPKn subjects at elementary, middle and high school levels <input type="checkbox"/></p> <p>Analyze the characteristics of the PPKn curriculum</p> <p>2. • Analyzing the objectives of the Pancasila education subjects at elementary, middle and high school levels • Analyzing the characteristics of the Pancasila education curriculum</p>	<p>Criteria:</p> <ul style="list-style-type: none"> Analyze the characteristics of the Pancasila Education curriculum <p>Form of Assessment : Participatory Activities</p>	Accentuate information processing through scientific, humanistic collaboration (Assignment) Synchronous Discussing Assignment 1 and Assignment 2 2 X 50		<p>Material: Objectives of Pancasila Education subjects at elementary, middle and high school levels Characteristics of the Pancasila Education curriculum Library: <i>Merdeka Curriculum Middle and High School levels equivalent to Pancasila Education subjects</i></p>	5%
7	Analyzing the objectives of Pancasila education subjects at elementary, middle and high school levels. Analyzing the characteristics of the Pancasila education curriculum	<p>1. <input type="checkbox"/> Analyze the objectives of PPKn subjects at elementary, middle and high school levels <input type="checkbox"/></p> <p>Analyze the characteristics of the PPKn curriculum</p> <p>2. • Analyzing the objectives of the Pancasila education subjects at elementary, middle and high school levels • Analyzing the characteristics of the Pancasila education curriculum</p>	<p>Criteria:</p> <ul style="list-style-type: none"> Analyze the characteristics of the Pancasila Education curriculum <p>Form of Assessment : Participatory Activities</p>	Accentuate information processing through scientific, humanistic collaboration (Assignment) Synchronous Discussing Assignment 1 and Assignment 2 2 X 50		<p>Material: Objectives of Pancasila Education subjects at elementary, middle and high school levels Characteristics of the Pancasila Education curriculum Library: <i>Merdeka Curriculum Middle and High School levels equivalent to Pancasila Education subjects</i></p>	5%

8	<p>Analyzing the position of the School Curriculum (KuSe) in the national education system, basic concepts of the curriculum, Analyzing the principles of the curriculum, Describing curriculum components, Analyzing the objectives of PPKn subjects at elementary, middle and high school levels, Analyzing the characteristics of the PPKn curriculum Analyzing the relationship between Graduate Competency Standards (SKL) , Core Competencies (KI), KD and indicators in the PPKn curriculum Analyzing types of religious attitudes, social attitudes, knowledge, skills in the PPKn curriculum for middle and high schools and equivalent Analyzing the importance of HoTs in PPKn learning</p>	<p>Analyzing the position of the School Curriculum (KuSe) in the national education system, basic concepts of the curriculum, Analyzing the principles of the curriculum, Describing curriculum components, Analyzing the objectives of PPKn subjects at elementary, middle and high school levels, Analyzing the characteristics of the PPKn curriculum Analyzing the relationship between Graduate Competency Standards (SKL) , Core Competencies (KI), KD and indicators in the PPKn curriculum Analyzing types of religious attitudes, social attitudes, knowledge, skills in the PPKn curriculum for middle and high schools and equivalent Analyzing the importance of HoTs in PPKn learning</p>	<p>Form of Assessment : Test</p>	<p>Midterm Exam 2 X 50</p>			<p>10%</p>
9	<p>Analyzing the Independent Curriculum Competencies in Learning Pancasila PPKn Education</p>	<p><input type="checkbox"/> Designing instructional impacts in the Civics curriculum <input type="checkbox"/> Designing accompanying impacts in the Civics curriculum</p>	<p>Criteria: Designing the Instructional Impact in the PPKn curriculum <input type="checkbox"/> Designing the accompanying Impact in the PPKn curriculum</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Accentuate collaborative information processing by formulating and designing instructional impacts and accompanying PPKn learning (discussions, presentations) Synchronous 2 X 50</p>		<p>Material: • Learning outcomes • Phases in the Merdeka curriculum • Elements in the Merdeka curriculum Pancasila Education Subject Library: <i>Merdeka Curriculum for Middle School and High School levels, equivalent to Pancasila Education subjects</i></p>	<p>0%</p>

10	Analyzing the material in the Merdeka curriculum in the Pancasila Education subject	<ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject 	<p>Criteria:</p> <ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Form of Assessment : Participatory Activities</p>	<input type="checkbox"/> Accentuate collaborative information processing by analyzing the contents of the independent PPKn curriculum for middle and high school levels <input type="checkbox"/> (discussions, presentations) <input type="checkbox"/> Asynchronous <input type="checkbox"/> Assignment 4 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> • Explaining the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carrying out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Library: <i>Merdeka Curriculum for Middle School and High School levels equivalent to Pancasila Education subjects</i></p>	5%
11	Analyzing the material in the Merdeka curriculum in the Pancasila Education subject	<ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject 	<p>Criteria:</p> <ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Form of Assessment : Participatory Activities</p>	<input type="checkbox"/> Accentuate collaborative information processing by analyzing the contents of the independent PPKn curriculum for middle and high school levels <input type="checkbox"/> (discussions, presentations) <input type="checkbox"/> Asynchronous <input type="checkbox"/> Assignment 4 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> • Explaining the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carrying out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Library: <i>Merdeka Curriculum for Middle School and High School levels equivalent to Pancasila Education subjects</i></p>	5%
12	1. Analyzing the material in the Merdeka curriculum in the Pancasila Education subject 2. Analysis of the timing and determination of KKM in the Pancasila Education subject	<ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject 	<p>Criteria:</p> <ul style="list-style-type: none"> • Explain the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carry out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Form of Assessment : Participatory Activities</p>	<input type="checkbox"/> Accentuate collaborative information processing by analyzing the contents of the independent PPKn curriculum for middle and high school levels <input type="checkbox"/> (discussions, presentations) <input type="checkbox"/> Asynchronous <input type="checkbox"/> Assignment 4 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> • Explaining the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject • Carrying out the importance of material analysis in the Merdeka curriculum in the Pancasila Education subject <p>Library: <i>Merdeka Curriculum for Middle School and High School levels equivalent to Pancasila Education subjects</i></p>	5%

13	Analyzing HOTS and creativity in the PPKn Curriculum	<input type="checkbox"/> Explain HOTS in the 2013 curriculum for PPKn subjects <input type="checkbox"/> Explain creativity in the 2013 curriculum for PPKn subjects <input type="checkbox"/> Analyze the importance of HOTS and creativity in the 2013 curriculum for PPKn subjects	Criteria: • Religious attitudes • Social attitudes • Knowledge • Skills • HOTS in the curriculum in Pancasila Education in Kurmer Form of Assessment : Participatory Activities	Accentuate collaborative information processing by formulating and designing religious, social, HOTS, and Pancasila Education learning skills (discussions, presentations, and project based learning) 2 X 50		Material: • Religious attitudes • Social attitudes • Knowledge • Skills • HOTS in the curriculum in Pancasila Education in Kurmer Library: <i>Merdeka Curriculum for Middle School and High School levels, equivalent to Pancasila Education subjects</i> Material: • Religious attitudes • Social attitudes • Knowledge • Skills • HOTS in the curriculum in Pancasila Education in Kurmer Pustaka: <i>Idi, Abdulah. 2014. Curriculum Development: Theory and Practice. Jakarta: Raja Grafindo Persada.</i>	5%
14	Analyzing Gender in education and catering to individual differences	• Analyze the urgency of gender in the curriculum • Analyze individual differences in learning	Criteria: • Analyze the urgency of gender in the curriculum • Analyze individual differences in learning Form of Assessment : Participatory Activities	Accentuate collaborative information processing by recognizing gender and serving individual differences in Pancasila Education learning (discussions, presentations and project based learning) 2 X 50		Material: • Basic concepts of gender • Gender in education • Catering to individual differences in learning Literature: <i>Merdeka Curriculum for Middle School and High School levels, equivalent to Pancasila Education subjects</i>	10%
15	Designing cross-curriculum literacy between PPKn subjects and other relevant subjects	<input type="checkbox"/> Explain cross-curriculum literacy <input type="checkbox"/> Design cross-curriculum literacy between PPKn subjects and other relevant subjects	Criteria: • Explaining cross-curriculum literacy • Designing cross-curriculum literacy between Pancasila Education subjects and other relevant subjects Form of Assessment : Participatory Activities	Accentuate collaborative information processing by formulating and designing instructional impacts and learning accompaniments to Pancasila Education (discussions, presentations and project based learning) 2 X 50		Material: • Cross-curriculum literacy • The urgency of cross-curriculum literacy • Benefits of cross-curriculum literacy Reference: <i>Nasution, S. 2014. Curriculum Principles. Jakarta: Bumi Literacy.</i>	10%

16			Form of Assessment : Test	Test		Material: School Curriculum Library: <i>Nasution, S. 2014. Curriculum Principles. Jakarta: Bumi Literacy.</i>	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Portfolio Assessment	2.5%
3.	Test	25%
		100%

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.
- 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.