

A. Lesson Plan and Course Assessment

	Universitas Hasyim Asyari Faculty of Education Indonesian Language and Literature Education Study Program					
Lesson Plan						
COURSE	Code	Cluster	Credits	Semester	Compilation Date	
<Syntax>		<Teaching>	3		2023	
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program	
	Indah Puspitasari, M.Pd.		Prof. Dr. Udjang Pairin, M.Pd.		Dr. Alfian Setya Nugraha, M.Hum.	
Program Learning Outcome (PLO)	PLO					
	PLO-2	Becoming citizens who are proud and love the country, respect cultural diversity, work together, and have high self-, social, and environmental sensitivity				
	PLO-5	Mastering the basic concepts and language and literature learning, research in language education and literature				
	PLO-11	Being able to operate pedagogical aspects related to teaching Indonesian both for native speakers, foreign speakers, and children with special needs				
	PLO-14	Being able to analyze and apply theories, concepts, and approaches in Indonesian language and literature learning; and producing innovative learning designs for Indonesian language and literature learning process, including for foreign learners and inclusive children				
	Course Learning Outcome (CLO)					
	CLO1	Utilizing science and technology as a device for solving problems of school				
	CLO2	Mastering theories, concepts, and approaches in learning of Indonesian language and literature				
	CLO3	Making a strategic decision in accurately analyzing school curriculum				

	CLO4	Being responsible and showing perceived faith, intelligent, independent, honest, caring, and resilient charcters in completing assignments, quizzes, and tests related to school curricullum and its application
Course Description	Mastering aspects of analyzing school curriculum by utilizing the concepts of developing curriculum through direct learning activities, trainings, structured assignments, independent learning, and simulations to produce the reports of findings of analyzing curriculum that can be presented in class discussions and department's exhibitions	
Learning Materials/ Topics	1. Concept and the back ground of curriculum 2013 2. Education national standards 3. Graduate competence standard 4. Content standard 5. Process standard 6. Assessment standard 7. Document 1 of school curriculum	
References	Primary	1. . Badan Standar Nasional Pendidikan. 2006. Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan. Jakarta: Kemendiknas. 2. Kemendikbud. 2016. <i>Permendikbud RI Nomor 22 Tahun 2016 tentang Standar Proses</i>. Jakarta: Kemendikbud. 3. Kemendikbud. 2016. <i>Permendikbud RI Nomor 23 Tahun 2016 tentang Standar Penilaian</i>. Jakarta: Kemendikbud. 4. Kemendikbud. 2018. Permendikbud Nomor 34 Tahun 2018 tentang SKL. Jakarta: Kemendikbud. 5. Kemendikbud. 2018. Permendikbud Nomor 35 Tahun 2018 tentang Kurikulum 2013 SMP/MTs. Jakarta: Kemendikbud. 6. Kemendikbud. 2018. Permendikbud Nomor 36 Tahun 2018 tentang Kurikulum 2013 SMA/MA. Jakarta: Kemendikbud. 7. Kemendikbud. 2018. Permendikbud Nomor 37 Tahun 2018 tentang KI dan KD Pendidikan Dasar dan Menengah. Jakarta: Kemendikbud. 8. Nuh, Muhammad. 2012. <i>Materi Sosialisasi Kurikulum 2013</i>. Jakarta
	Supplementary	9. Dokumen 1 Kurikulum Sekolah. 10. Dokumen 2 Kurikulum Sekolah
Lecturer(s)	Indah Puspitasari, M.Pd.	
Prerequisite	Non-prerequisite	

Meeting	Learning Objectives	Assessment		Learning Form, Learning Methods, Student Assignment, (Estimated Time)		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to analyze concept and background of curriculum	1. Able to analyze Indonesian's vision: Indonesia 2045 2. Able to analyze demography bonus in 2045 3. Able to analyze the relation demography bonus and curriculum 2013	Criteria: rubric Test: analyze Indonesian's vision: Indonesia 2045, demography bonus in 2045, and the relation demography bonus and curriculum 2013!	Discussion Problem-based learning (PBL) 1. Orientasi mahasiswa pada masalah a. memberikan penjelasan tentang konsep		1,2,3,5,6,7	0—100
2	Students are able to analyze 8 education national standards	1. Able to analyze each of 8 education national standards 2. Able to analyze 4 education national standard SNP in curriculum 2013 that different from curriculum 3. Able to analyze position of 4 education national standards in curriculum 2013 related to processing of students' learning	Criteria: rubric Test: analyze explain each of 8 education national standards, determine 4 education national standard SNP in curriculum 2013 that different from curriculum, and explain position of 4 education national standards in curriculum 2013 related to processing of students' learning!	b. memberikan penjelasan tentang latar belakang kurikulum 2. Mengorganisasi mahasiswa Mahasiswa membuat kelompok kecil untuk memecahkan masalah tentang kurikulum, khususnya data		1,2,3,5,6	0—100

3	Students are able to analyze graduate competence standard	1. Able to analyze content of graduate competence standard in term of attitude aspect 2. Able to analyze content of graduate competence standard in term of knowledge aspect 3. Able to analyze content of graduate competence standard in term of skill aspect	Criteria: rubric Test: analyze content of graduate competence standard in term of attitude aspect, content of graduate competence standard in term of knowledge aspect, and content of graduate competence standard in term of skill aspect!	concerning to the relation demography bonus and curriculum 2013, position of 4 education national standards in curriculum 2013 related to processing of		1,2,3,5,6	0—100
4	Students are able to analyze content standard	1. 1. Able to analyze content standard in term of attitude aspect 2. Able to analyze content standard in term of knowledge aspect	Criteria: rubric Test: analyze content standard in term of attitude aspect and content standard in term of knowledge aspect!	students' learning, the relation of content of graduate competence standard in term of attitude, knowledge, and skill aspect, the relation of content standard in term of attitude		1,2,3,5,6 ,7	0—100
5	Students are able to analyze content standard	1. Able to analyze content standard in term of skill aspect	Criteria: rubric Test: analyze content standard in term of skill aspect!	and knowledge aspect, content standard in term of skill aspect, the relation of content standard in term of knowledge and skill aspect, and 5 most important learning principles in curriculum 2013		1,2,3,5,6 ,7	0—100
6	Students are able to analyze process standard	1. Able to analyze learning model and approach in curriculum	Criteria: rubric Test: analyze learning model and approach in curriculum!			1,2,3,5,6 ,7	0—100
7	Students are able to analyze process standard	1. Able to analyze learning principles in curriculum 2013 2. Able to analyze technical aspect of learning process in curriculum 2013	Criteria: rubric Test: analyze learning principles in curriculum 2013 and technical aspect of learning process in curriculum 2013!			1,2,3,5,6 ,7	0—100

				3. Membimbing Penyelidikan Mahasiswa mencari permasalahan materi di depan untuk dipresentasikan 4. Mengembangkan Menyajikan Hasil Membimbing mahasiswa dalam pengembangan materi di depan yang akan dipresentasikan 5. Menganalisis dan Evaluasi Masalah Memberikan evaluasi dan masukan terhadap presentasi			
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8	Mid-term examination						
9	Students are able to analyze assessment standard	1. Able to analyze attitude and knowledge assessment in curriculum 2013	Criteria: rubric Test: analyze attitude and knowledge assessment in curriculum 2013!	Discussion Problem-based learning (PBL) 1. Orientasi mahasiswa pada masalah		1,2,3,5,6,7	0—100
10	Students are able to analyze assessment standard	1. Able to analyze skill assessment in curriculum 2013	Criteria: rubric Test: analyze skill assessment in curriculum 2013!	a. memberikan penjelasan tentang konsep b. memberikan penjelasan tentang latar belakang kurikulum		1,2,3,5,6	0—100
11	Students are able to analyze document I of school curriculum	1. Able to analyze the strong and weaknesses of background in document 1 of school curriculum	Criteria: rubric Test: analyze the strong and weaknesses of background in document 1 of school curriculum!	2. Mengorganisasi sasi mahasiswa Mahasiswa membuat kelompok kecil untuk memecahkan masalah tentang kurikulum, khususnya the relation of attitude and knowledge		1,2,3,4,5,9	0—100
12	Students are able to analyze document I of school curriculum	1. Able to analyze the strong and weaknesses of school vision, missions, and objectives in document 1 of school curriculum	Criteria: rubric Test: analyze strong and weaknesses of school vision, missions, and objectives in			1,2,3,4,5,9	0—100

			document 1 of school curriculum!	assessment in curriculum 2013, the relation of knowledge and skill assessment in curriculum 2013, the strong and weaknesses of background in document 1 of school curriculum,			
13	Students are able to analyze document I of school curriculum	1. Able to analyze the strong and weaknesses of curriculum structure in document 1 of school curriculum	Criteria: rubric Test: analyze the strong and weaknesses of curriculum structure in document 1 of school curriculum!	the strong and weaknesses of school vision, missions, and objectives in document 1 of school curriculum, the strong and weaknesses of curriculum structure in document 1 of school curriculum, and the strong and weaknesses of curriculum content in document 1 of school curriculum		1,2,3,4,5,7,9	0—100
14--15	Students are able to analyze document I of school curriculum	2. Able to analyze strong and weaknesses of curriculum content in document 1 of school curriculum	Criteria: rubric Test: analyze strong and weaknesses of curriculum content in document 1 of school curriculum!	3. Membimbing Penyelidikan Mahasiswa mencari permasalahan materi di depan		1,2,3,4,5,7,9	

				untuk dipresentasikan 4. Mengembangkan Menyajikan Hasil Membimbing mahasiswa dalam pengembangan materi di depan yang akan dipresentasikan 5. Menganalisis dan Evaluasi Masalah Memberikan evaluasi dan masukan terhadap presentasi			
16	Final-term examination						

