

**Undergraduate Program of Office Administration Education
Faculty of Economics and Business
Universitas Negeri Surabaya**

Workload Assessment of Curriculum Analysis

2018/2019 Academic Year

Cordinator :

Durinda Puspasari, S.Pd., M.Pd

Team:

Durinda Puspasari, S.Pd., M.Pd

Dr. Siti Sri Wulandari, M.Pd

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**MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
SURABAYA STATE UNIVERSITY
FACULTY OF ECONOMICS**

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KODE DOKUMEN

SEMESTER LEARNING PLAN

COURSES (MK)		CODE	MK Clumps	Weight(SKS)		Semester	Compilation Date
Study Curriculum				T=	P=	Odd	
Authorization/ Authentication		RPS Developer		RMK Coordinator		Head of Study Program	
		Durinda Puspasari., S.Pd.,M.Pd Dr. Siti Sri Wulandari, S.Pd., M.Pd		Triesninda Pahlevi, S.Pd.,M.Pd		Triesninda Pahlevi, S.Pd.,M.Pd	
Learning Outcomes (CP)	Program of Learning Outcome (PLO)						
	PLO 4	Able to show a responsible attitude to work in their field of expertise independently and in groups.					
	PLO 6	Able to apply and analyze learning and learning theory in office administration education programs					
	PLO 12	Able to utilize learning resources to solve problems in office administration learning comprehensively in accordance with the development of science and technology.					
	Course Learning Outcomes (CLO)						
	CLO 1	Responsible for the work in reviewing the development of the school curriculum independently and in groups.					
	CLO 2	Analyze, formulate curriculum objectives, indicators of achievement of office administration education programs and examine essential concepts of office administration in learning and misconceptions that occur as well as develop creative and innovative learning strategies.					
	CLO 3	Utilize learning resources to solve problems with case study examples in the school curriculum and Develop effective and efficient office administration learning strategies in accordance with the development of science and technology.					
	The final ability of each learning stage (Sub-CLO)						
	Sub-CLO 1	Able to review curriculum and curriculum scope					
	Sub-CLO 2	Able to review the development of the school curriculum					
	Sub-CLO 3	Able to analyze curriculum					
	Sub-CLO 4	Able to formulate curriculum objectives and indicators of achievement					

	Sub-CLO 5	Able to examine essential concepts and their learning																																	
	Sub-CLO 6	Able to examine misconceptions and coping strategies by utilizing ICT.																																	
		Correlation of CPMK to Sub CPMK																																	
		<table><tr><td></td><td>Sub-CLO 1</td><td>Sub-CLO 2</td><td>Sub-CLO 3</td><td>Sub-CLO 4</td><td>Sub-CLO 5</td><td>Sub-CP6</td></tr><tr><td>CLO 1</td><td>√</td><td></td><td></td><td></td><td></td><td>√</td></tr><tr><td>CLO 2</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>CLO 3</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr></table>							Sub-CLO 1	Sub-CLO 2	Sub-CLO 3	Sub-CLO 4	Sub-CLO 5	Sub-CP6	CLO 1	√					√	CLO 2		√	√	√	√	√	CLO 3	√	√	√	√	√	
		Sub-CLO 1	Sub-CLO 2	Sub-CLO 3	Sub-CLO 4	Sub-CLO 5	Sub-CP6																												
CLO 1	√					√																													
CLO 2		√	√	√	√	√																													
CLO 3	√	√	√	√	√																														
MK Brief Description	This course contains about the concept and implementing able to review curriculum and curriculum scope, Able to review the development of the school curriculum, Able to analyze curriculum, Able to formulate curriculum objectives and indicators of achievement, Able to examine essential concepts and their learning, Able to examine misconceptions and coping strategies by utilizing ICT. Learning methods used in entrepreneurial practice courses are discussion, assignment, direct learning, simulation, project based learning.																																		
Study Material: Learning materials	1. Curriculum 2. Development of school curriculum 3. Curriculum 2006, 2013 and national curriculum 4. Curriculum achievement goals and indicators 5. Essential concepts and their learning 6. Misconceptions and coping strategies using ICT																																		
References	1. Savedra,AnnaRosefskyandOpfer,DarlemV.2012. <i>TeachingandLearning21stCenturySkills, Lesson fromTheLearningSciences</i> .Hongkong: AsiaSociety,PartnershipforGlobal Learning. 2. Carlinda Leite. Ana Mouraz & Preciosa Fernandes. 2015.Curriculum Studies: Policies, Perspectives and Practices. [Centre for Research and Intervention in Education 3. The Future Education and skills 2030. OECD publications 2018																																		
Supporting lecturer	Durinda Puspasari, S.Pd., M.Pd Dr. Siti Sri Wulandari, S.Pd., M.Pd																																		
Requirements course	Passed courses in educational psychology, philosophy of science																																		

Week-	Final ability of each stage (sub-CPMK)	Evaluation		Learning Forms, Learning Methods, Student Assignments (estimated time)		Learning Materials (Library)	Rating Weight (%)
		Indicator	Criteria and Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Understanding and explain basic concepts	1. Describe definition leader and leadership. 2. Describe	Assessment techniques can consist of: 1. Technique: Participation	2X50min <i>Form learning can be:</i>	-	1.Tjahjono, Herry, 2011. Culture Based Leadership. Gramedia Main Library (GPU) 2.Kartono, Kartini. 2010. Pemimpin	
	leadership	leadership elements. 3. Describe understanding leader formalwith-features. 4. Describe definition leader informal and its characteristics. 5. Analyze factor-factor which affect status socialleader informal. 6. Analyzing the leadership factors of formal and informal leaders 7. Analyzing the requirements of an ideal leader.	Individual assignments Performance/ Group assignments case study analysis 2. Instrument Form: Quiz Written test	<i>a. studying;b.response and tutorials;</i> Learning Method: Problem Based Learning		Dan kepemimpinan, Jakarta : Rajawali Press. 3.Adair, John. 2008. Kepemimpinanyang memotivasi. Gramedia Main Library (GPU) 4.Danim, Sudarwan. 2004. Motivasi Kepemimpinan dan Efektifitas Kelompok. Jakarta: PT. Rineka Cipta	

3-4	Analyzing the theory of leaders and leadership	1. Describe difference leader with manager 2. Describe the difference between leadership and management 3. Describe difference power (power) with authority 4. Describing theory leadership	Assessment techniques can consist of: 1. Technique : Participation Individual assignments Performance/ Group assignments Case study analysis 2. Form Instrumen t : Quiz	2X50min <i>The form of learning can be:</i> <i>a. studying; b. response and tutorials;</i> Learning methods: Lectures, Questions and Answers, Presentations Method	-	1. Safaria, Triantoro. 2004. Kepemimpinan. Yogyakarta: graha Ilmu 2. Dubrin, J. Andrew. 2003. Leadership, Second Edition. Alpha BookCWL: Publishing Enterprises 3. Stephen Robin. 2002. Organizational Behavior, Fifth Edition. Practice hal (Rob) 4. Sondang P. Siagian. 1999. Teori dan Praktek Kepemimpinan, Edisi Keempat. Jakarta: Rineka Cipta	
		5. Describe background behind history leader and leadership 6. Describe reason appearance leader 7. Analyze type leadership 8. Analyze style leadership 9. Analyze condition- leadership requirements 10. Analyzing leadership traits	Written test	Learning: Problem Based Learning			

5-7	Analyzing group dynamics of formal and informal organizations	1. Describe principle- leadership principle 2. Analyze criteria leader profession 3. Describe the group 4. Analyzing group dependency factors 5. Describing the reasons for grouping 6. Describe the function of groups for individuals 7. Describe the attitude of the leader's task in the group 8. Describe group personality	Assessment techniques can consist of: 1. Technique : Participation Individual assignments Performance/ Group assignments 2. Form Instrumen t : Quiz Written test	2X50min The form of learning can be: a. studying;b.re sponse and tutorials; Learning Method: Problem Based Learning	-	1. Adair, john. 2008. Kepemimpinan yang memotivasi. Gramedia Pustaka Utama (GPU) 2. Danim, Sudarwan. 2004. Motivasi kepemimpinan dan Efektifitas Kelompok. Jakarta: PT. Rineka Cipta 3. Safaria, Triantoro. 2004. Kepemimpinan. Yogyakarta: graha Ilmu 4. Dubrin, J.Andrew. 2003. Leadership, Second Edition. Alpha Book CWL: 5. Publishing Enterprises	
		9. Describe the character –determinant type group personality 10. Describe group understanding formalwith- features 11. Describe group understanding informalwith characteristic- features					
8	Midterm Exams						

9-10	Applying communication and leadership	1. Describe the meaning of communication 2. Describe definition technique communication 3. Describe the things that need to be considered in communication techniques 4. Describe the terms of communication 5. Analyzetype communicationwith excess and weakness 6. Describe reason communication not smooth 7. Describe the source of power 8. Analyze Approaches to determinie condition becomes leader	Assessment techniques can consist of: 1. <u>Technique</u> : Participation Individual assignments Performance/ Group assignments 2. <u>Form Instrument</u> : Quiz Written test	2X50min <i>The form of learning can be:</i> <i>a. studying;b.respon</i> <i>se and</i> <i>tutorials;</i> Learning methods: Lectures, Questions and Answers, Presentations Learning Method: Problem Based Learning	-	1. Adair, John. 2008. Kepemimpinan yang memotivasi. Gramedia Pustaka Utama (GPU) 2. Danim, Sudarwan. 2004. Motivasi kepemimpinan dan Efektifitas Kelompok. Jakarta: PT. Rineka Cipta 3. Sondang P. Siagian. 1999. Teori dan Praktek Kepemimpinan, Edisi Keempat. Jakarta: Rineka Cipta	
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11-12	Implementing democratic leadership	1. Describe the classification of democratic leaders 2. Describe the consequences of leaders who do not have social skills 3. Describe lack climate democratic 4. Apply method discipline subordinates	Assessment techniques can consist of: 1. Technique : Participation Individual assignments Performance/Group assignments Case study analysis 2. Form Instrument : Quiz Written test	2X50min The form of learning can be: a. studying;b.response and tutorials; Learning Method: Problem Based Learning	-	1. Safaria, Triantoro. 2004. Kepemimpinan. Yogyakarta: graha Ilmu 2. Dubrin, J.Andrew. 2003. Leadership, Second Edition. Alpha Book CWL :Publishing Enterprises 3. Tjahjono, Herry, 2011. Culture Based Leadership. Gramedia Pustaka Utama (GPU) 4. Kartono, Kartini.2010. Pemimpin dan kepemimpinan, Jakarta : Rajawali Pers.	
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13-14	Implementing the selection, training and coaching of youth leaders	1. Describe the qualifications of the candidate or potential leader. 2. Describe foundation youth leadership in Indonesia 3. Describe source of leadership Pancasila 4. Applying the main principles of Pancasila leadership 5. Describe the failure in the process choose a leader 6. Apply program leader training	Assessment techniques can consist of: 1. Technique : Participation Individual assignments Performance/ Group assignments 2. Form Instrument : Quiz Written test	2X50min The form of learning can be: a. studying;b.res ponse and tutorials; Learning methods: Problem Based Learning	-	4.Tjahjono, Herry, 2011. Culture Based Leadership. Gramedia Pustaka Utama (GPU) 5.Kartono, Kartini.2010. Pemimpin dan kepemimpinan, Jakarta : Rajawali Pers. 6.Adair, john. 2008. Kepemimpinan yang memotivasi. Gramedia Pustaka Utama (GPU) 4.Danim, Sudarwan. 2004. Motivasi kepemimpinan dan Efektifitas Kelompok. Jakarta: PT. Rineka Cipta	
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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 of 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 learning stage, 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 assessors so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment form:** 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 for 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. TM=Face to Face, PT=Structured assignments, BM=Independent

(Rubric Assessment)

Universitas Negeri Surabaya has a set standard in determining the graduation of each student. Students are considered to be competent and pass if they at least get 40% of the maximum final grade. The final grade (NA) is calculated based on the following percentage:

Table of Assessment Components Percentage

Assessment Components	Percentage Contribution
Participation (including attitudes and affective domain)	20%
Assignments	30%
Mid-term Test	20%
Final-term Test	30%
Total	100%

The final assessment is obtained by students by calculating each value obtained through a predetermined presentation process, then the value is categorized according to the Universitas Negeri Surabaya's Academic Regulation of the grade score, as follows: Table of Interval Score

Interval Score (out of 100)	Grade Point	Letter Grade
$85 \leq \text{Final Score} \leq 100$	4.00	A
$80 \leq \text{Final Score} < 85$	3.75	A-
$75 \leq \text{Final Score} < 80$	3.50	B+
$70 \leq \text{Final Score} < 75$	3.00	B
$65 \leq \text{Final Score} < 70$	2.75	B-
$60 \leq \text{Final Score} < 65$	2.50	C+
$55 \leq \text{Final Score} < 60$	2.00	C
$40 \leq \text{Final Score} < 55$	1.00	D
$0 \leq \text{Final Score} < 40$	0	E

To reach the final score, the Undergraduate Program of Education of Office Administration has planned it down into several domains, namely: affective domain, cognitive domain, and Psicomotoric Domain. The detailed information of the assessment are as follows:

B. Course Evaluation and Development

Course : Curriculum Analylis
Credit Unit : 3 CU
Study Program : Office Administration Education
Period : 2018/2019
Participants : 48 Students

Calculation of Student Workload

Credit Unit (CU)	ECT S	Contact hours	Independent study
3	4.77 ECT S	14 x 3CU x 110 minutes minutes	14 x 3CU x 60 minutes minutes

Program Learning Outcomes (PLO):

PLO 4 : Able to show a responsible attitude in the field of expertise independently and in groups..

PLO 6 : Able to apply and analyze learning and learning theory in office administration education programs

PLO 12: Able to utilize learning resources to solve problems in office administration learning comprehensively in accordance with the development of science and technology

Course Learning Outcome (CLO)

CLO1: Responsible for the work in studying the development of the school curriculum independently and in groups

CLO2: Analyzing, formulating curriculum objectives, indicators of achievement of office administration education programs and studying the essential concepts of office administration in learning and misconceptions that occur while developing creative and innovative learning strategies.

CLO3: Utilizing learning resources to solve problems with case study examples in the school curriculum and develop effective and efficient office administration learning strategies in accordance with the development of science and technology.

CLO – PLO Correlation:

[illegible]

Assessment Plan:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
CLO1				1,2,4										
CLO2						2,5,6								
CLO3												1,2,4		

Notes: 1) Participation, 2) Assignment, 3) Project Assignment, 4) Presentation, 5) Mid test, and
6) Final exam

Student Performance:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
Excellent				31%		40%						35%		
Good				69%		60%						65%		
Satisfactory				0%		0%						0%		
Fail				0%		0%						0%		

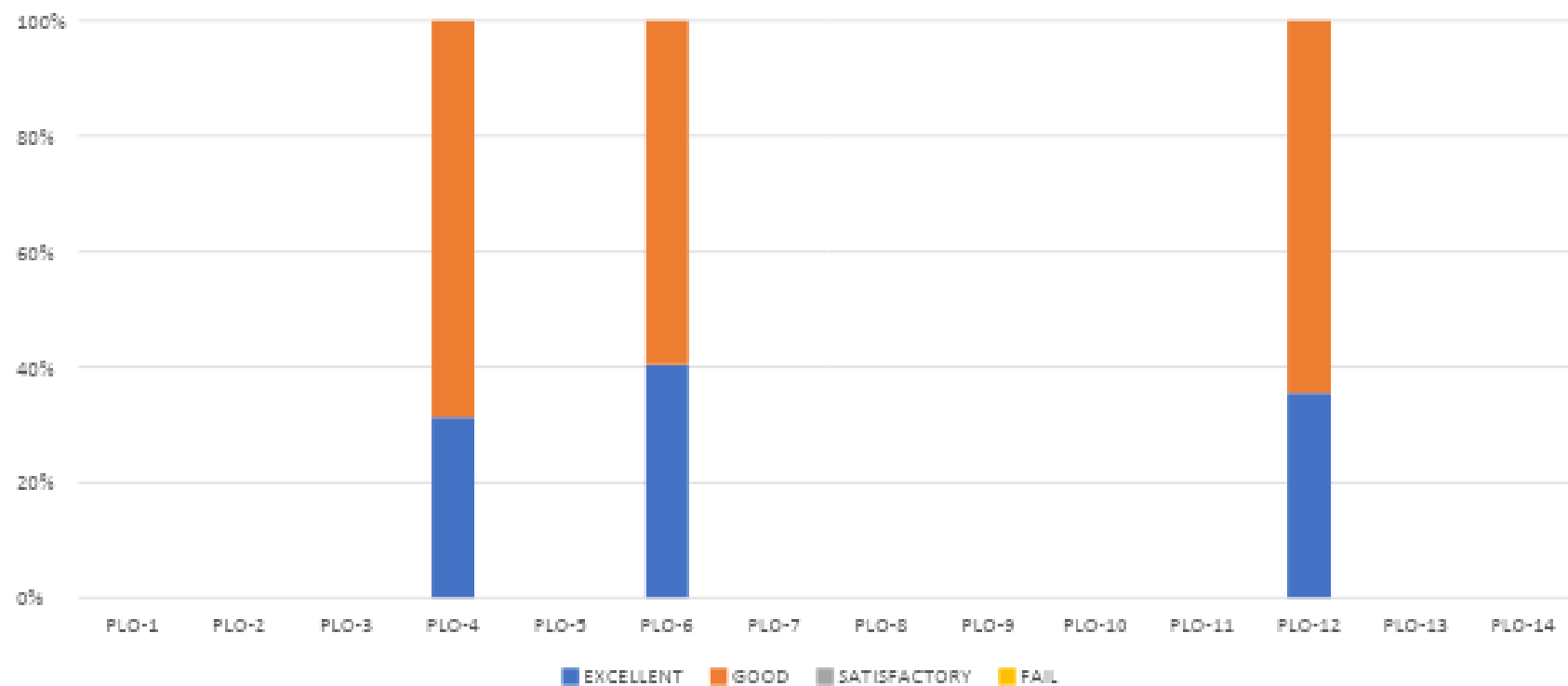
PLO ASSESMENT

N o	NIM	Nama Mahasiswa	Angk ata n	Kehadira n	Par t	Tuga s	UT S	UA S	NA	Huru f	PL O 4	PL O 6	PLO1 2	PLO 4	PLO 6	PLO12
1	15080314057	MARTIKA SRI ALVINTASARI	2015	100%	81	80	65	85	78. 7	B+	75.9 6	78.0 9	77.20	excelle nt	excelle nt	excelle nt
2	17080314001	LINA AMBARWATI	2017	100%	81	80	82	85	82. 1	A-	82.0 8	82.4 6	82.30	excelle nt	excelle nt	excelle nt
3	17080314005	ARIFATUL JAMILAH	2017	100%	81	85	67	75	77. 6	B+	75.4 8	76.0 3	75.80	excelle nt	excelle nt	excelle nt
4	17080314007	SHINTA FEBRIANTI	2017	100%	81	80	59	85	77. 5	B+	73.8 0	76.5 4	75.40	good	excelle nt	excelle nt
5	17080314009	MELINDA DWI AGUSTIN	2017	100%	81	85	50	65	71. 2	B	66.9 6	68.2 3	67.70	good	good	good
6	17080314011	AMALIA EKA PRATIWI	2017	100%	81	80	70	75	76. 7	B+	75.3 6	75.9 4	75.70	excelle nt	excelle nt	excelle nt
7	17080314013	TUTIK HARIYATI	2017	100%	81	80	77	75	78. 1	B+	77.8 8	77.7 4	77.80	excelle nt	excelle nt	excelle nt
8	17080314015	RIVA KAROMATUL AZIZAH	2017	100%	81	85	60	65	73. 2	B	70.5 6	70.8 0	70.70	good	good	good
9	17080314017	DATIKA RAMADHANY	2017	100%	81	80	55	85	76. 7	B+	72.3 6	75.5 1	74.20	good	excelle nt	good
10	17080314019	ANISA NUR QOMARIYAH	2017	100%	81	85	50	65	71. 2	B	66.9 6	68.2 3	67.70	good	good	good
11	17080314023	SITI ALIVA MUSTIKARINI	2017	100%	81	85	55	60	70. 7	B	67.5 6	67.8 0	67.70	good	good	good
12	17080314025	MISKE HAYUNIA HAMIDAH	2017	100%	81	85	75	85	82. 2	A-	80.7 6	81.5 1	81.20	excelle nt	excelle nt	excelle nt
13	17080314027	VIGI ASTINA	2017	100%	81	80	65	85	78. 7	B+	75.9 6	78.0 9	77.20	excelle nt	excelle nt	excelle nt
14	17080314029	LAILATUL FITRIYAH	2017	100%	81	80	50	75	72. 7	B	68.1 6	70.8 0	69.70	good	good	good
15	17080314031	LAILATUL FITRIA HANIM	2017	100%	81	85	60	75	76. 2	B+	72.9 6	74.2 3	73.70	good	good	good
16	17080314033	DWI INDAH ARTAUERLINA	2017	100%	81	85	65	85	80. 2	A-	77.1 6	78.9 4	78.20	excelle nt	excelle nt	excelle nt

17	17080314035	ADHE VIERA WAHYUDI	2017	86.67%	75	80	63	65	71.1	B	69.48	69.34	69.40	good	good	good
18	17080314037	INDAH DWI SETYORINI	2017	100%	81	80	80	65	75.7	B+	76.56	75.09	75.70	excellent	excellent	excellent
19	17080314039	PATRICIA GABY PRANABELLA	2017	93.33%	78	80	65	70	73.6	B	71.88	72.26	72.10	good	good	good
20	17080314043	FERY ARDIANSYAH	2017	100%	81	80	65	80	77.2	B+	74.76	76.37	75.70	good	excellent	excellent
21	17080314045	FEBRIYANI NABILAH SURIYANTO	2017	100%	81	80	50	80	74.2	B	69.36	72.51	71.20	good	good	good
22	17080314047	SABRINA ANNISA	2017	100%	81	80	60	70	73.2	B	70.56	71.66	71.20	good	good	good
23	17080314049	ERIK SUSANTI	2017	100%	81	80	72	80	78.6	B+	77.28	78.17	77.80	excellent	excellent	excellent
24	17080314051	MADINATUL MUNAWAROH	2017	100%	81	85	65	85	80.2	A-	77.16	78.94	78.20	excellent	excellent	excellent
25	17080314053	MEIRINO	2017	100%	81	80	65	70	74.2	B	72.36	72.94	72.70	good	good	good
26	17080314055	ANANG BAYU MUSTIKO	2017	100%	81	80	90	75	80.7	A-	82.56	81.09	81.70	excellent	excellent	excellent
27	17080314059	ANNA NUR SAFITRI	2017	100%	81	80	53	70	71.8	B	68.04	69.86	69.10	good	good	good
28	17080314061	SHIFATUN NISA	2017	100%	81	80	65	70	74.2	B	72.36	72.94	72.70	good	good	good
29	17080314063	RATRI PUTRI NURJANAH	2017	100%	81	85	65	85	80.2	A-	77.16	78.94	78.20	excellent	excellent	excellent
30	17080314065	DEWI ARROHMATUZ ZAHRO	2017	100%	81	85	72	80	80.1	A-	78.48	79.03	78.80	excellent	excellent	excellent
31	17080314067	SITI NUR AZIZAH	2017	100%	81	85	68	70	76.3	B+	74.64	74.57	74.60	good	good	good
32	17080314069	SANIYATUS SHOLICHAH	2017	100%	81	80	50	80	74.2	B	69.36	72.51	71.20	good	good	good
33	17080314071	DIYAH ARUM	2017	100%	81	85	60	85	79.2	B+	75.36	77.66	76.70	excellent	excellent	excellent

34	1708031407 3	ERNAWATI	2017	100%	81	80	58	65	71. 3	B	68.6 4	69.4 3	69.10	good	good	good
35	1708031407 5	YENI SETYAWATI	2017	100%	81	80	75	60	73. 2	B	73.5 6	72.0 9	72.70	good	good	good
36	1708031407 7	SRI GATI RASWARANI	2017	86.67%	75	80	61	45	64. 7	C+	63.9 6	61.9 7	62.80	good	good	good
37	1708031407 9	FANI FAJAR ARDIANTI	2017	93.33%	78	85	60	65	72. 6	B	70.0 8	70.1 1	70.10	good	good	good
38	1708031408 3	YUNI MAULIDIYAH DWI FAJAR	2017	100%	81	80	65	70	74. 2	B	72.3 6	72.9 4	72.70	good	good	good
39	1708031408 5	DINDA ANISSA LATAPAMEI	2017	100%	81	85	60	60	71. 7	B	69.3 6	69.0 9	69.20	good	good	good
40	1708031408 7	LAILI LATIFATHU NAFSI	2017	100%	81	80	65	70	74. 2	B	72.3 6	72.9 4	72.70	good	good	good
41	1708031408 9	MUHAMMAD RIFQI WAHYUDIANTO	2017	100%	81	80	63	60	70. 8	B	69.2 4	69.0 0	69.10	good	good	good
42	1708031409 1	ADITYA CHOLIF FIRMANSYAH	2017	100%	81	80	55	70	72. 2	B	68.7 6	70.3 7	69.70	good	good	good
43	1708031409 7	NABILA NADA TUFFAHATI	2017	100%	81	80	53	65	70. 3	B	66.8 4	68.1 4	67.60	good	good	good
44	1708031409 9	ALFRED LIUBANA	2017	100%	81	85	50	85	77. 2	B+	71.7 6	75.0 9	73.70	good	excellent	good
45	1708031410 1	GLORIANO	2017	100%	81	80	61	60	70. 4	B	68.5 2	68.4 9	68.50	good	good	good
46	1708031410 3	FERLINDA HERDIANTI WIDIANA	2017	100%	81	80	61	65	71. 9	B	69.7 2	70.2 0	70.00	good	good	good
47	1708031410 5	INTAN NIKHLATUL UMROH	2017	100%	81	80	65	60	71. 2	B	69.9 6	69.5 1	69.70	good	good	good
48	1708031410 7	RIATIUS YIKWA	2017	93.33%	78	80	50	45	63. 1	C+	60.4 8	59.8 3	60.10	good	satisfy	good

STUDY CURRICULUM



Appendices

Appendices

Appendix 1

Course Activities Records

Sample of Students' Attendance

Aktivitas Perkuliahan

Nama Matakuliah : Telaah Kurikulum

Dosen :

SITI SRI WULANDARI ()

Kelas : 2017A

DURINDA PUSPASARI

Jadwal & Ruang : G02.01.07 (09.30 - 12.00) R.

(198401032010122003)

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	23-08-2018	Pertemuan ke 1	Menelaah kurikulum dan ruang lingkup kurikulum	47	Terjadwal	Durinda Puspasari		
2	30-08-2018	Pertemuan ke 2	Menelaah kurikulum dan ruang lingkup kurikulum	48	Terjadwal	Durinda Puspasari		
3	06-09-2018	Pertemuan ke 3	Menelaah perkembangan kurikulum sekolah	45	Terjadwal	Durinda Puspasari		
4	13-09-2018	Pertemuan ke 4	Menelaah perkembangan kurikulum sekolah	47	Terjadwal	Durinda Puspasari		
5	20-09-2018	Pertemuan ke 5	Menganalisis kurikulum	48	Terjadwal	Durinda Puspasari		
6	27-09-2018	Pertemuan ke 6	Menganalisis kurikulum	43	Terjadwal	Durinda Puspasari		
7	04-10-2018	Pertemuan ke 7	Menganalisis kurikulum	48	Terjadwal	Durinda Puspasari		
8	11-10-2018	Pertemuan ke 8	UTS	48	Terjadwal	Durinda Puspasari		
9	18-10-2018	Pertemuan ke 9	Tujuan dan indicator ketercapaian kurikulum	48	Terjadwal	Siti Sri Wulandari		
10	25-10-2018	Pertemuan ke 10	Tujuan dan indicator ketercapaian kurikulum	48	Terjadwal	Siti Sri Wulandari		
11	01-11-2018	Pertemuan ke 11	Konsep-konsep esensial dan pembelajarannya	48	Terjadwal	Siti Sri Wulandari		
12	08-11-2018	Pertemuan ke 12	Konsep-konsep esensial dan pembelajarannya	48	Terjadwal	Siti Sri Wulandari		
13	15-11-2018	Pertemuan ke 13	Miskonsepsi dan strategi penanggulangan dengan memanfaatkan TIK	48	Terjadwal	Siti Sri Wulandari		
14	22-11-2018	Pertemuan ke 14	1. Miskonsepsi dan strategi penanggulangan dengan memanfaatkan TIK	48	Terjadwal	Siti Sri Wulandari		
15	29-11-2018	Pertemuan ke 15	Miskonsepsi dan strategi penanggulangan dengan memanfaatkan TIK	48	Terjadwal	Siti Sri Wulandari		

Course Log Book

SIKADU: Cetak Jurnal Perkuliahan

<https://sikadu.unesa.ac.id/f6e2ab7c-3b3b-315a-9aab-cdfef7adcd8c.as>



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Aktivitas Perkuliahan

Nama Matakuliah : Kepemimpinan*

Dosen :

DURINTA PUSPASARI
(198401032010122004)
BAMBANG SURATMAN
(195012121978021001)

Kelas : 2016B

Jadwal & Ruang : G09.01.03 (08.40 - 10.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	30-01-2019	Pertemuan ke 1	1. Pengertian pemimpin (<i>leader</i>) dan kepemimpinan (<i>leadership</i>) 2. Unsur-unsur pemimpin 3. Pengertian pemimpin formal beserta ciri-cirinya 4. Pengertian pemimpin informal beserta ciri-cirinya 5. Faktor-faktor yang mempengaruhi status sosial pemimpin informal 6. Faktor-faktor kepemimpinan pemimpin formal dan informal 7. Syarat-syarat pemimpin ideal	35	Terjadwal	Bambang Suratman		
2	06-02-2019	Pertemuan ke 2	1. Perbedaan pemimpin dengan manajer 2. Perbedaan kepemimpinan dengan manajemen 3. Hambatan-hambatan komunikasi 4. Teori kepemimpinan 5. Latar belakang sejarah pemimpin dan kepemimpinan 6. Penyebab munculnya pemimpin 7. Tipe kepemimpinan 8. Gaya kepemimpinan 9. Syarat-syarat kepemimpinan 10. Sifat-sifat kepemimpinan	35	Terjadwal	Bambang Suratman		
3	13-02-2019	Pertemuan ke 3	1. Perbedaan pemimpin dengan manajer 2.	35	Terjadwal	Bambang Suratman		

			demokratis4. Cara mendisiplinkan bawahan					
12	18-04-2019	Pertemuan ke 12	1. Kualifikasi kandidat atau calon pemimpin2. Landasan pembinaan kepemimpinan pemuda di Indonesia 3. Sumber kepemimpinan Pancasila 4. Prinsip utama kepemimpinan Pancasila5. Kegagalan dalam proses memilih pemimpin6. Program pelatihan pemimpin	35	Ganti	Durinta Puspasari		
13	24-04-2019	Pertemuan ke 13	1. Kualifikasi kandidat atau calon pemimpin2. Landasan pembinaan kepemimpinan pemuda di Indonesia 3. Sumber kepemimpinan Pancasila 4. Prinsip utama kepemimpinan Pancasila5. Kegagalan dalam proses memilih pemimpin6. Program pelatihan pemimpin	35	Terjadwal	Durinta Puspasari		
14	02-05-2019	Pertemuan ke 14	1. Pengertian konflik2. Pendekatan pemimpin3. Seni mengelola konflik	35	Ganti	Durinta Puspasari		
15	08-05-2019	Pertemuan ke 15	1. Syarat-syarat komunikasi 2. Penyebab komunikasi tidak lancar 3. Pengertian manajemen4. Fungsi-fungsi manajemen Menjelaskan akibat pemimpin yang tidak mempunyai keterampilan sosial 5. Landasan pembinaan kepemimpinan pemuda di Indonesia 6.	35	Terjadwal	Durinta Puspasari		

Sample of Test

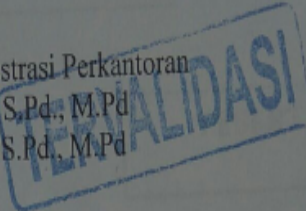


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(031) 8293416

UJIAN TENGAH SEMESTER GASAL TAHUN 2018-2019

Mata Kuliah : Telaah Kurikulum
Program Studi : Pendidikan Administrasi Perkantoran
Dosen : Durinda Puspasari, S.Pd., M.Pd.
Siti Sri Wulandari, S.Pd., M.Pd.



Soal

1. Indonesia telah mengalami pergantian kurikulum yang dimulai dari tahun 1947 (Rencana pelajaran), tahun 1952 (Rencana Pelajaran Terurai 1952), tahun 1964 (Kurikulum 1964), tahun 1968 (Kurikulum 1968), tahun 1975 (Kurikulum 1975), tahun 1984 (Kurikulum 1984), tahun 1994 (Kurikulum 1994), tahun 2002 dan 2004 (KBK), tahun 2006 (KTSP) dan tahun 2013 sampai sekarang yang dikenal dengan Kurikulum 2013. Dalam pergantian kurikulum ini yang relatif cepat menimbulkan anggapan “Ganti Menteri Ganti Kurikulum”. Berdasarkan uraian tersebut, jelaskan apakah dampak dari pergantian kurikulum terhadap sistem pembelajaran di sekolah! (Skor 25)



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(031) 8293416

UJIAN AKHIR SEMESTER GANJIL 2018-2019

Mata Kuliah : Telaah Kurikulum
Program Studi : S1 Pendidikan Administrasi Perkantoran
Waktu : 60 menit
Dosen : Siti Sri Wulandari, S.Pd, M.Pd
Durinda Puspasari, S.Pd, M.Pd



Petunjuk Soal !

Bacalah dan pahami soal-soal di bawah ini sebelum anda menjawabnya!

Soal !

1. Aneka kemajuan ilmu pengetahuan, teknologi, dan seni budaya serta perubahan masyarakat pada tataran local, nasional, regional dan global telah melahirkan tantangan internal dan eksternal pada bidang pendidikan. Jelaskan bagaimana pemerintah Indonesia menentukan langkah strategis dalam menghadapi globalisasi tersebut khususnya untuk generasi milenial yang akan menghadapi revolusi industri 4.0 di masa depan! (skor 30)
2. Jelaskan perbedaan perangkat pembelajaran yang mendasar antara kurikulum 2013 dengan kurikulum 2017 (min. 2)! (skor 20)
3. Indikator merupakan alat ukur peserta didik dalam melaksanakan kegiatan pembelajaran sesuai dengan kompetensi dasar yang telah dibuat. Pilihlah satu mata pelajaran bidang keahlian Otomatisasi dan Tata Kelola Perkantoran (OTKP) kemudian gambarkan konsep-konsep esensial dari mata pelajaran tersebut selama 1 semester! (skor 30)
4. Apakah yang dimaksud dengan "miskonsepsi dalam sebuah pembelajaran" dan jelaskan bagaimana peran guru dalam menyelesaikan miskonsepsi tersebut beserta aplikasi proses pembelajarannya atau contohnya! (skor 20)