



HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Document Code

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
CURRICULUM DESIGN				T=2	P=0		
Authorization		Course Syllabus Developer	Course Cluster Coordinator		Coordinator of study program		
		(Muhammad Husnu)	(Muhammad Husnu)		(Muhammad Husnu)		
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	CPL-2	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.					
	CPL-5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.					
	Course Learning Outcomes (CLOs)						
	CLO 1	Explain the concepts of curriculum					
	CLO 2	Conduct needs analysis for curriculum design					
	CLO 3	Apply effective teaching strategies					
	CLO 4	Develop learning modules for SMP/SMA					
	CLO 5	Design assessment methods in the curriculum					

	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLO 1.1	explain curriculum components
	Sub-CLO 1.2	Students are able to analyse relationships between curriculum components
	Sub-CLO 2.1	Students are able to analyse student characteristics of SMP Unggulan Hamzanwadi or SMA NWDI Pancor
	Sub-CLO 2.2	Students are able to analyse the results of needs analysis
	Sub-CLO 3.1	Students are able to select appropriate teaching strategies
	Sub-CLO 3.2	Students are able to design learning activities
	Sub-CLO 3.3	Students are able to implement teaching strategies in practice
	Sub-CLO 4.1	Students are able to formulate CP, TP, ATP
	Sub-CLO 4.2	Students are able to organize curriculum content
	Sub-CLO 4.3	Students are able to design learning strategies
	Sub-CLO 4.4	Students are able to develop learning modules for
	Sub-CLO 4.5	Students are able to develop LKPD
	Sub-CLO 5.1	Students are able to design assessment instruments
	Sub-CLO 5.2	Students are able to develop assessment methods aligned with curriculum
Course description	This course examines the concepts, principles, and processes of curriculum development in English language education. It covers the essential components of curriculum, the relationships among curriculum elements, and the role of needs analysis as a foundation for curriculum design. Students learn to analyze the learning characteristics and educational needs of students at SMP Unggulan Hamzanwadi to support evidence-based curriculum development. Using an Outcome-Based Education and Project-Based Learning approach, students design and implement effective teaching strategies and develop curriculum-based learning materials. The course guides students in formulating Learning Outcomes (CP), Learning Objectives (TP), and the Learning Objectives Sequence (ATP), organizing curriculum content, designing learning strategies, and developing assessment methods aligned with curriculum goals. As the final project, students collaboratively produce a prototype of curriculum-based learning tools for SMP Unggulan Hamzanwadi, including learning modules, student worksheets (LKPD), and assessment instruments. The course emphasizes practical application, collaborative learning, and reflective practice in designing effective and context-relevant curriculum.	
Learning material	Introduction to Curriculum Development and Course Orientation Definition and Concepts of Curriculum Components of Curriculum (Objectives, Content, Learning Process, Assessment) Components of Curriculum (Objectives, Content, Learning Process, Assessment)	

	Concept and Principles of Needs Analysis in Curriculum Development Identifying Students' Learning Characteristics in Junior High School Data Collection and Analysis for Needs Analysis Teaching Strategies in English Language Teaching Designing Learning Activities using Effective Teaching Strategies Implementation of Teaching Strategies in Classroom Practice (Microteaching) Formulating Learning Outcomes (CP), Learning Objectives (TP), and Learning Objectives Sequence (ATP) Organizing Curriculum Content and Learning Materials Designing Learning Modules and Student Worksheets (LKPD) Designing Assessment Methods in Curriculum Presentation of Curriculum Prototype for SMP Unggulan Hamzanwadi
References	Primary source/core textbook
	1. Ralph W. Tyler (20William F. Pinar (2012). What is Curriculum Theory? New York: Routledge. 2. William F. Pinar (2012). <i>What is Curriculum Theory?</i> New York: Routledge. 3. Jack C. Richards (2013). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 4. Hilda Taba (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace.
	Additional learning resource
	1. David Nunan (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press. 2. Tomlinson Brian (2011). Materials Development in Language Teaching. Cambridge: Cambridge University Press. 3. Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia (2022). Panduan Implementasi Kurikulum Merdeka. 4. Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia (2022). Capaian Pembelajaran Bahasa Inggris SMP.
Lecturer	MUHAMMAD HUSNU
Prerequisite	-

Week	Sub-Course Learning Outcomes (Sub-CLOs)	Scoring		Learning experience (Teaching Methods, Learning Activities Student Tasks and time allocation)		Learning Material [Reference]	Grading Weight (%)
		Indicator	Criteria & Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the essential components of curriculum	Students identify curriculum components	Participation and discussion	Lecture, discussion, brainstorming (100 min)	Discussion forum and reading task	Concept of Curriculum [Richards, 2013]	5
2	Students are able to analyse the relationship between curriculum components	Students explain the relationship between objectives, materials, strategies and assessment	Short assignment	Lecture, group discussion, case analysis	Online discussion and reflection	Curriculum Components [Tyler, 2013]	5
	Students are able to collect data on learning needs at SMP Unggulan Hamzanwadi	Students design simple needs analysis instruments	Project task	Group work designing questionnaire/interview	Online collaboration	An Analysis of Differentiated Learning Strategies in the Implementation of Kurikulum Merdeka Belajar in Teaching English Writing Skills	5
5	Students are able to collect data on learning needs	Students conduct data collection	Project progress report	Field data collection discussion	Online data sharing	Needs Analysis	5

						Methods [Richards]	
6	Students are able to analyse the results of needs analysis	Students interpret needs analysis results	Analytical report	Group discussion and presentation	Online reflection	Needs Analysis Interpretation	5
7	Students are able to design learning activities using effective teaching strategies	Students select appropriate teaching strategies	Assignment	Lecture and strategy workshop	Online strategy discussion	Teaching Strategies in ELT [Harmer]	5
8	Students are able to implement teaching strategies in teaching practice	Students are able to implement teaching strategies in teaching practice	Students are able to implement teaching strategies in teaching practice	Students are able to implement teaching strategies in teaching practice	Students are able to implement teaching strategies in teaching practice	Students are able to implement Simple Project-Based Learning in teaching practice	5
9	Students are able to implement teaching strategies in teaching practice	Students conduct microteaching	Performance assessment	Microteaching practice	Video submission	Teaching Strategy Practice	10
10	Students are able to formulate CP, TP and ATP	Students formulate learning outcomes	Project assignment	Workshop designing CP-TP-ATP	Online feedback session	Learning Outcomes & Objectives	10
11	Students are able to organize curriculum content and learning materials	Students arrange learning materials based on objectives	Assignment	Group discussion and curriculum mapping	Online document submission	Curriculum Content Organization	5
12	Students are able to design learning strategies and learning activities in the curriculum	Students integrate strategies into curriculum design	Project	Workshop designing learning plan	Online discussion	Instructional Design	5

[illegible]

1. Rubric for Learning Module Assessment

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Learning Objectives	Objectives are clear, measurable, and aligned with CP and TP	Objectives are clear but partially measurable	Objectives are unclear or not fully aligned	Objectives are missing or irrelevant
Content Organization	Content is well-structured and logically organized	Content is organized but some parts lack clarity	Content organization is inconsistent	Content is poorly structured
Teaching Strategies	Strategies are appropriate, innovative, and student-centered	Strategies are appropriate but less varied	Strategies are limited and not fully appropriate	Strategies are not relevant
Learning Activities	Activities are engaging and promote active learning	Activities support learning but are less interactive	Activities are limited	Activities are not relevant
Language Use	Clear, accurate, and appropriate for students	Minor language errors	Several language errors	Language difficult to understand

2. Rubric for LKPD (Student Worksheet)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Instruction Clarity	Instructions are clear and easy to follow	Instructions are mostly clear	Instructions somewhat confusing	Instructions unclear
Relevance to Learning Objectives	Activities strongly support learning objectives	Activities generally support objectives	Activities partially related to objectives	Activities unrelated
Student Engagement	Tasks are interactive and stimulate critical thinking	Tasks encourage participation	Tasks are less engaging	Tasks do not engage students

Layout and Design	Attractive, well organized, easy to read	Layout is acceptable	Layout somewhat disorganized	Layout poor and difficult to read
Language Appropriateness	Language appropriate for SMP level	Minor language issues	Some language problems	Language inappropriate

3. Rubric for Curriculum Prototype

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Needs Analysis	Needs analysis is comprehensive and well documented	Needs analysis is adequate	Needs analysis limited	Needs analysis missing
Learning Outcomes (CP, TP, ATP)	Clearly formulated and aligned with curriculum goals	Mostly aligned	Some inconsistencies	Not aligned
Curriculum Content	Content well organized and relevant	Content mostly appropriate	Content partially relevant	Content poorly organized
Teaching Strategies	Strategies clearly support learning objectives	Strategies appropriate but limited	Strategies somewhat relevant	Strategies not appropriate
Assessment Design	Assessment methods valid and aligned with objectives	Assessment mostly appropriate	Assessment partially aligned	Assessment unclear or missing

Acknowledged by,

Coordinator,



M. Adib Nazri, M.Pd.

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