


	SEMESTER LESSON PLAN		No. of Documents : Revision : 2nd (2017) Date : 27 Oct 2021 Page : 1 of .. Page
	Name of Course Curriculum and Instruction		
Prepared by:		Verified by:	Approved by:
 .Dr. Yulia Rahmawati,MSi NIP 196707201993032009 Lecturer of Curriculum and Learning		 Dr. Ade Juwaedah, M. Pd NIP 19600504 198601 2 001 TPK i for Culinary Arts Education	 Dr. Yulia Rahmawati,MSi NIP 19670720 199303 2 009 Chairwoman of Culinary Education Study Program

SEMESTER LEARNING PLAN						
1. Course Identity						
Dept/Study Program Name	:	All Education Study Programs at UPI				
Name of Course	:	Curriculum and Instruction				
Code of Course	:	KD 303				
Group of Course ^{*)}	:	MKU	MKDK	MKKF	MKKP	MKK
SKS weight	:	2 SKS (Semester Credit Unit)				
Level	:	S1				
Semester	:	Odd/Even				
Prerequisite	:	-				
Status (Mandatory/Optional) ^{*)}	:	Mandatory				

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Lecturer Name and Code	:	All lecturers of MKDK Curriculum and Learning

2. Course Description

This course equips student teacher candidates and education staff about curriculum and learning which includes the nature of the curriculum (position, definition, function, and role of the curriculum); curriculum components; foundations for curriculum development; principles of curriculum development; curriculum approaches and models; curriculum evaluation and innovation; the nature of learning and learning; learning components; learning and learning principles; learning model; and innovation in the implementation of learning. This course is a mandatory course to be taken by all students in the educational study program. Learning emphasizes student activities through discussion or problem solving activities and optimizing the search for relevant and up-to-date learning resources, including browsing results on sites on the internet. The discussion of the problem is carried out jointly by lecturers and students, ending with the elaboration of the lecture modules by the lecturer in charge of the course.

3. Study Program Learning Outcomes (PLO)

S Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics
 P1 Proficient in theoretical concepts of Culinary Arts education
 P2 Proficient in the Goals, Content of Learning Experiences, and Assessment in the Education Unit Curriculum. (Field of Study: Planning, Evaluation and Teaching Competence, Curriculum Study
 KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding to their area of expertise.

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Lecturer of Curriculum and Learning		TPK i for Culinary Arts Education	Chairwoman of Culinary Education Study Program

KK1 Can apply Information and Communication Technology as well as Literacy in Planning, Implementation, and Evaluation of Culinary Arts Learning Outcomes

4. Course Learning Outcomes (CLO)

The CLO number must follow the referenced SPLO number

understand the curriculum and learning as the basis for carrying out the professional duties of teachers and education personnel, which include: The Nature of the Curriculum, Curriculum Components, Curriculum Development Foundation, Curriculum Development Principles, Curriculum Approaches and Models, Evaluation Curriculum, nature of learning and learning, components of learning, approaches and learning models, evaluation of learning, and innovation of curriculum and learning.

5. Description of Learning Plan

Minimum number of meeting is 16 (including MSE and UAS)

Meeting	Sub-CLO and Course Learning Outcome Indicators	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	<ul style="list-style-type: none"> Sub-CLO: Understanding the nature of the curriculum 	The Nature of the Curriculum	Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu	100'	Assignment of Enrichment: 1. Formulate curriculum definitions	<ul style="list-style-type: none"> Zais, Robert.S. (1976). Curriculum Principles and Foundations. New York: Harper & Row. Publishers, Inc.;

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	<ul style="list-style-type: none"> ● Indicators <ol style="list-style-type: none"> 1. explain the definition of curriculum 2. identify the curriculum dimensions of ideas, plans, implementation, and results 3. describe the function and role of the curriculum 4. trace the history of curriculum development in Indonesia 		Method: Listening to lectures from lecturers, asking questions,		from various sources 2. Analyze the interrelationships of various curriculum dimensions Rating: quiz	<ul style="list-style-type: none"> ● Oliva, P. F. And Gordon II W. R. (2012). Developing The Curriculum. Cambridge: Pearson Education, Inc.; ● MKDK Team. (2012). Curriculum and Learning
2	<ul style="list-style-type: none"> ● Sub-CLO <p>Understanding curriculum components</p> <ul style="list-style-type: none"> ● Learning Outcome Indicators: 	Curriculum Components	Learning format: <i>Synchronous:</i> Virtual meeting via zoom <i>Asynchronous:</i> Self-study via spot.upi.edu	100'	Assignment of Enrichment: 1. make analysis of linkages/relationships between	<ul style="list-style-type: none"> ● Oliva, P. F. And Gordon II W. R. (2012). Developing The Curriculum. Cambridge: Pearson Education, Inc.; ● MKDK Team. (2012). Curriculum and Learning

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	<ol style="list-style-type: none"> 1. explain the components of the curriculum 2. formulate a description of curriculum components 3. outline the relationship between components 		Method: Listening to lectures from lecturers, asking questions,		curriculum components from a curriculum document Rating: quiz	
3	<ul style="list-style-type: none"> ● Sub-CLO: Understand the foundation of curriculum builder ● Learning Outcome Indicators: <ol style="list-style-type: none"> 1. Identify the Foundation for Curriculum Development 2. Explain the Foundation for Curriculum Development 	Curriculum Development Foundation	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Assess the conformity of the curriculum development foundation used in a curriculum document	<ul style="list-style-type: none"> ● Oliva, P. F. And Gordon II W. R. (2012). Developing The Curriculum. Cambridge: Pearson Education, Inc.; ● MKDK Team. (2012). Curriculum and Learning

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	3. Make an example of the application of the Curriculum Development Foundation 4. Criticize the conformity of the Curriculum Development Foundation with the applicable curriculum				Rating: quiz	
4	<ul style="list-style-type: none"> ● Sub-CLO: Criticize the application of curriculum development principles ● Learning Outcome Indicators 1. State the principles of curriculum development 	Curriculum development principles	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Create problem-solving options using the principles of curriculum development	<ul style="list-style-type: none"> ● Oliva, P. F. And Gordon II W. R. (2012). Developing The Curriculum. Cambridge: Pearson Education, Inc.; ● MKDK Team. (2012). Curriculum and Learning

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	<ul style="list-style-type: none"> 2. Explain the principles of curriculum development 3. Make an example of applying the principles of curriculum development 4. distinguish the principles of curriculum development 5. Select the principles of effective curriculum development based on a particular case 6. Solve educational problems using the application of curriculum development principles 				<p>from a case presented</p> <p>Rating: quiz</p>	
5	<ul style="list-style-type: none"> ● Sub-CLO: understanding curriculum approaches and models 	Curriculum Approach and Model	Learning format: Synchronous: Virtual meeting via zoom	100'	Assignment of Enrichment:	<ul style="list-style-type: none"> ● Tyler, Ralph W. (1949) Basic Principles of Curriculum and Instruction.

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	<ul style="list-style-type: none"> ● Learning Outcome Indicators: <ol style="list-style-type: none"> 1. explain the meaning of curriculum development approaches and models 2. Compare Top Down and Grass root approaches in curriculum development 		Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,		1. Make a table of differences from the curriculum development approach Rating: quiz	Chicago: The University of Chicago Press.; <ul style="list-style-type: none"> ● MKDK Team. (2012). Curriculum and Learning
6	<ul style="list-style-type: none"> ● Sub-CLO: understanding curriculum approaches and models ● Learning Outcome Indicators <ol style="list-style-type: none"> 1. apply the concept model and curriculum development model 	Curriculum Approach and Model	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu	100'	Assignment of Enrichment: 1. arrange the steps in the sequence of implementation of the concept	<ul style="list-style-type: none"> ● Tyler, Ralph W. (1949) Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.; ● MKDK Team. (2012). Curriculum and Learning

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	2. Sorting the steps of the concept model and curriculum development model		Method: Listening to lectures from lecturers, asking questions,		model and curriculum development model Rating: quiz	
7	<ul style="list-style-type: none"> ● Sub-CLO: Understanding Curriculum Evaluation ● Learning Outcome Indicators: <ol style="list-style-type: none"> 1. Explain the concept of curriculum evaluation (definition, goals, functions, and roles) 2. Identify the Principles of Curriculum Evaluation 	Curriculum Evaluation	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Classify various approaches and models of curriculum evaluation 2. Summarize the lecture material from	<ul style="list-style-type: none"> ● Tyler, Ralph W. (1949) Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press. ● MKDK Team. (2012). Curriculum and Learning

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	3. describe the scope of curriculum evaluation (management aspects and curriculum components) 4. compare different approaches and models of curriculum evaluation				the meetings that have been held Rating: quiz	
8	Mid-Term Exam					
9	<ul style="list-style-type: none"> ● Sub-CLO: Understanding the nature and principles of learning and learning ● Learning Outcome Indicators: <ol style="list-style-type: none"> 1. Explain the definition of learning and learning 2. Identify the characteristics of learning and learning 	The nature and principle of study and learning	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Search examples of application of learning principles in a case or story Rating: quiz	<ul style="list-style-type: none"> ● Hamalik, Oemar (2003). Teaching Planning Based on Systems Approach. Jakarta: Bumi Aksara. ● Hamalik, Oemar (2001). Teaching and Learning Process. Jakarta: Bumi Aksara.

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	3. Explain the principles of learning 4. Make an example of the application of the principle of learning and learning					<ul style="list-style-type: none"> ● MKDK Team. (2012). Curriculum and Learning
10	<ul style="list-style-type: none"> ● Sub-CLO: Understand and apply learning components ● Learning Outcome Indicators: 1. Explain Learning as a system 2. Identify learning components (objectives/competencies, materials, media, methods, evaluations) 	Learning components	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Compose learning components in a learning context so that they become intact within the framework of	<ul style="list-style-type: none"> ● Hamalik, Oemar (2003). Teaching Planning Based on Systems Approach. Jakarta: Bumi Aksara. ● Hamalik, Oemar (2001). Teaching and Learning Process. Jakarta: Bumi Aksara. ● MKDK Team. (2012). Curriculum and Learning

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	3. criticize examples of the application of existing learning components 4. make examples of the application of learning components in the form of lesson plans				the lesson plan Rating: quiz	
11	<ul style="list-style-type: none"> Sub-CLO: Understanding learning approaches and models Learning Outcome Indicators: 1. Explain the definition of approaches, models, strategies, and learning methods 	Approaches and learning models	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Mapping various types of approaches, models, strategies, and methods Rating: quiz	<ul style="list-style-type: none"> Joyce, B., Weil, M, (2000). Models of Teaching. London: Allyn & Bacon; MKDK Team. (2012). Curriculum and Learning

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	2. Describe the types of approaches, models, strategies, and learning methods					
12	<ul style="list-style-type: none"> ● Sub-CLO: Understanding learning approaches and models ● Learning Outcome Indicators: 3. Choose the types of approaches, models, strategies, and learning methods according to the characteristics of the material and learning objectives 4. Develop learning scenarios	Approaches and learning models	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Develop a sequence of learning processes within the framework of learning scenarios. Rating: quiz	Joyce, B., Weil, M, (2000). Models of Teaching. London: Allyn & Bacon; MKDK Team. (2012). Curriculum and Learning
13	<ul style="list-style-type: none"> ● Sub-CLO: Understanding learning evaluation 	Learning Evaluation	Learning format:	100'	Assignment of Enrichment:	<ul style="list-style-type: none"> ● Said, Hamid hasan. (2000). Curriculum Evaluation.

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	<ul style="list-style-type: none"> Learning Outcome Indicators: <ol style="list-style-type: none"> 1. Explain the concept of learning assessment (definition, purpose, function, and scope) 2. Identify learning assessment principles 3. Develop procedures, types, and forms of learning assessment 		Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,		1. Develop an assessment framework in a learning context Rating: quiz	Bandung: Remaa Rosdakarya <ul style="list-style-type: none"> MKDK Team. (2012). Curriculum and Learning
14	<ul style="list-style-type: none"> Sub-CLO: Understanding Curriculum Innovation and Learning Learning Outcome Indicators: 	Curriculum Innovation and Learning	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu	100'	Assignment of Enrichment: 1. Observations to schools/educational institutions	MKDK Team. (2012). Curriculum and Learning

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	<ol style="list-style-type: none"> 1. Explain the concept of innovation (definition, characteristics, objectives and scope) 2. Identify Curriculum Innovation Principles and Procedures 		Method: Listening to lectures from lecturers, asking questions,		Rating: quiz	
15	<ul style="list-style-type: none"> ● Sub-CLO: Understanding Curriculum Innovation and Learning ● Learning Outcome Indicators: <ol style="list-style-type: none"> 3. Make examples of types and forms of curriculum and learning innovation 	Curriculum Innovation and Learning	Learning format: Synchronous: Virtual meeting via zoom Asynchronous: Self-study via spot.upi.edu Method: Listening to lectures from lecturers, asking questions,	100'	Assignment of Enrichment: 1. Search examples of innovation products in the context of curriculum and learning. Rating: quiz	MKDK Team. (2012). Curriculum and Learning
16	Semester Final Exam					





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6. References

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- Munandar, Arif. (2018). Introduction to Curriculum. Sleman: Deepublish Publisher.
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- MKDK Team. (2012). Curriculum and Learning Jakarta: Rajawali Press Rajagrafindo Persada. Second Edition Fourth printing

7. Teaching Modules (Appendix 1)

In the form of books, handouts, or presentation materials (Powerpoint)

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8. Assessment Instruments (Appendix 2)

Contains questions for UTS, UAS, Quiz, Performance Assessment Format, Observation Format in the form of an Assessment Rubric