Module Descriptions

Module designation	*Kurikulum Sekolah* (School Curriculum)
Course Code	8420502294
Semester/Term	3rd semester
Person responsible for the module	Prof. Dr. Wisanti, M.S. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Sifak Indana, M.Pd. Dr. Adi Maladona, M.Pd. Dr. Pramita Yakub, S.Pd., M.Pd. Sari Fitriyaningsih, S.Pd., M.Pd., M.Sc.
Language	Bahasa Indonesia
Relation to curriculum	Compulsory course
Teaching methods	Lecture
Workload	Contact hours: 2 x50 minutes lectures, 2 x50 minutes laboratory works Private study: 2 x60 minutes structured activity, 2 x60 minutes individual activity Total 90 hours per semester ~ 3.18 ECTS**
Credit Point	2 CUs
Required and recommended prerequisites for joining the module	-
Module Objectives/intended learning outcomes	1. Students are able to compare various curriculum concepts from various sources to synthesize the meaning of the curriculum relevant to education in Indonesia. 2. Students are able to compile a flowchart of the development of the Indonesian education curriculum, including the curriculum name, validity period, curriculum objectives, competencies or curriculum objectives, learning characteristics, subject structure in high school, and assessment of learning outcomes. 3. Students are able to formulate an opinion regarding the rationale for the development or change of the Indonesian education curriculum. 4. Students are able to analyze Learning Outcomes to operationalize them into indicators and learning objectives

<table>
<tr><td></td><td>covering the cognitive, affective, and psychomotor domains.
5. Students are able to formulate key points that characterize learning outcomes and Deep-Learning-based learning management in the 2013 curriculum and the Merdeka curriculum.
6. Students are able to evaluate learning modules and lesson plans (RPP) in terms of learning outcomes, core competencies, indicators, and learning objectives.
7. Students are able to propose ideas for developing a flow of learning objectives (ATP) relevant to learning outcomes, core competencies, indicators, and learning objectives.
8. Students are able to compile a syllabus based on the 2013 curriculum and the independent curriculum.</td></tr>
<tr><td>Content</td><td>This course aims to help students master essential skills in analyzing and developing a high school Biology curriculum in accordance with the Independent Curriculum. During the course, students will learn to understand the fundamentals and principles of curriculum development, examine Learning Outcomes (CP), develop Learning Objective Flows (ATP), and design assessments and teaching modules that are appropriate to student characteristics. The learning process is carried out through analysis of curriculum documents, case studies, critical discussions, and technology-based learning tool development projects. By the end of the course, students are expected to be able to produce Biology lesson plans that are relevant, flexible, and aligned with national curriculum policies.</td></tr>
<tr><td>Examination forms</td><td>Written exam</td></tr>
<tr><td>Requirements for successfully passing the module</td><td>Study Requirement

Attendance: students must attend at least 75% of the lectures to be eligible for the final examination.

Study examination

The final grade (NA) is calculated based on the following ratio:

<table>
<tr><td>Assessment Components</td><td>Percentage of contribution</td></tr>
<tr><td>Participation</td><td>20%</td></tr>
<tr><td>Assignment</td><td>30%</td></tr>
<tr><td>Mid-semester test</td><td>20%</td></tr>
<tr><td>Final semester test</td><td>30%</td></tr>
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Grade conversion of 0-100 scale into 0-4 scale is set as below:

Letter	Number	Grade Interval
A	4,00	85 ≤ A ≤ 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

Reading List

1. Null, W. (2023). Curriculum: From theory to practice. Rowman & Littlefield.
2. Syomwene, A. (2020). Curriculum theory: characteristics and functions. European Journal of Education Studies.
3. Flick LB, Lederman NG. 2006. Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education . Dordrecht Netherland: Springer
4. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Kurikulum 2013.
5. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Mendikbudristek) Nomor 12 Tahun 2024. (2024). Kurikulum Merdeka
6. Ahmad, A., & Mehmood, M. (2022). Alignment between Biology curriculum objectives and assessment at higher secondary level. Review of Education, Administration & Law, 5(4), 559-569.
7. Epling, J. (2021). Applying methodologies to the curriculum: researching curriculum development and delivery. How To Do Primary Care Educational Research, 147-156.
8. Mondal, N., & Das, A. C. (2021). Overview of curriculum change: A Brief. EPRA International Journal of Multidisciplinary Research (IJMR), 7(3), 260-265.
9. Syomwene, A. (2020). Curriculum theory: characteristics and functions. European Journal of Education Studies.