Module Descriptions

Module designation	School Curriculum Analysis
Semester(s) in which the module is taught	8th semester/Fourth Year
Person responsible for the module	-
Language	Bahasa Indonesia (Regular Class) Bahasa Inggris (Internasional Class)
Relation to curriculum	Elective course
Teaching methods	Project-Based Learning 3 workhours per week (3 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	3 Credit Units (CU) = 4.77 ECTS
Required and recommended prerequisites for joining the module	Basic Education, Learning Planning, Learning and Teaching Evaluation, Teaching Skills and Micro Learning
Module objectives/intended learning outcomes	1. Demonstrate a responsible attitude towards work in their field of expertise independently (SN Dikti/Permendikbud 3/2020). 2. Mastering the principles and techniques of analyzing the implementation of school curriculum/expertise competencies, semester programs, and annual programs (KKNI level 6, PP 8/2012) 3. Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis (SN Dikti/Permendikbud 3/2020). 4. Able to analyze the implementation of school curriculum/expertise competencies, semester programs, and annual programs by utilizing various data sources according to process and quality standards (KKNI level 6, PP 8/2012)
Content	This course demonstrates students' skills in analyzing the contextual implementation of school curricula/proficiency competencies, semester programs, and annual programs. This includes identifying the types of school curricula/proficiencies implemented in schools, understanding the principles and techniques of data analysis, developing data analysis instruments, processing data, and analyzing the implementation of school curricula/proficiency competencies in semester programs and annual programs.
Examination forms	-
Study and examination requirements	Project and Presentation

Reading list	1. Hasan, Hamid. 2015. Evaluasi Kurikulum. Bandung: Remaja Rosd Dasarakarya 2. Miller, Jhon P, Seller, Wayne. 1985. Curriculum Prespective and Practice. New York: Longman 3. Tyler, Ralph W. 1980. Basic Principles of Cirriculum and Instruction. Chicago: The University of Chicago Press 4. Zais, Robert S. 1976. Curriculum. New York: Harper & Row Publisher 5. Arikunto, Suharsimi dan Cepi Safruddin Abd. Jabar, 2018, Evaluasi Program Pendidikan, Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Edisi Kedua. Jakarta: Bumi Aksara. 6. Anderson, W. Orin dan David R. Krathwohl. 2001. A Taxonomy for Learning, Teaching and Assesing. a Revision of Bloom's Taxonomy of EducationalObjectives. New York: Longman. 7. Ansyar, Muhammad. 2017. Kurikulum: Hakikat, Fondasi, Desain dan Pengembagan. Jakarta: Kencana 8. McGregor, Debra. 2007. Developing Thinking; Developing Learning. A guide to thinking skills in eduation. England: McGraw_Hill Education 9. Munandar, Arif. 2018. Pengantar Kurikulum. Yogyakarta: Deepublish 10. Sukmadinata, Nana S. 2006. Pengembangan Kurikulum, Teori dan Praktek. Bandung: Remaja Rosdakarya. 11. Taniredja, Tukiran dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alfabeta