



PORTFOLIO

PHYSICS EDUCATION (UNDERGRADUATE PROGRAM)

COURSE
**JUNIOR HIGH SCHOOL
CURRICULUM STUDIES**

LECTURER
Shelly Efwinda, M.Pd

FACULTY OF TEACHER TRAINING AND EDUCATION
MULAWARMAN UNIVERSITY

ACADEMIC YEAR
2021/2022

PORTFOLIO
JUNIOR HIGH SCHOOL CURRICULUM STUDIES
THE ACADEMIC YEAR 2021/2022

MODULE COORDINATOR:

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Physics Education Study Program
Faculty of Teacher Training and Education
Mulawarman University

2021

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A. SEMESTER LESSON ACTIVITY PLAN

A.1 COURSE IDENTITY

Module's name:	Junior High School Curriculum Studies
Module's level, if any	Undergraduate
Code, if any	19050362W019
Module's subtitle, if any	-
Class, if any	-
Semester in which module is taught	3
Person in charge of the module	Shelly Efwinda, M.Pd
Instructor	Shelly Efwinda, M.Pd
Language	Indonesian
Connection with curriculum	Study program compulsory subject group
Learning's type, intercourse period	Lectures are conducted through conventional lectures, class discussions, and group discussions.
Workload	100 minutes of lectures, 120 minutes of structural assignments, and 120 minutes of self-study per week for 16 weeks
Credit point	2 SKS (3.16 ECTS) 1 SKS = 1.58 ECTS
Recommended precondition	Attended the course: 1. Introduction to Educational Sciences 2. Learners Development
Module's aim / expected learning outcome	After attending this course, students have the ability to: CLO 1 Students can understand the basic concepts and components of the curriculum. CLO 2 Students can understand the history of the curriculum that has been implemented in Indonesia. CLO 3 Students can understand the various standards implemented in junior high school education in the 2013 Curriculum. CLO4 Students can understand the basic frameworks, learning principles, and assessments in the Curriculum "New Paradigm" or <i>Sekolah penggerak</i> CLO 5 Students can study the suitability of junior high school's syllabus and lesson plan, especially in

	Science subjects with curriculum demands and based on pedagogical knowledge, content, and technology.																								
Content	The Junior High School Curriculum Studies provides provisions to prospective physics teachers, understanding the meaning of the curriculum in general, curriculum 2013, and the direction of curriculum's development towards learning in the New Paradigm specifically. Students are equipped with knowledge of philosophical, pedagogical reasons, and demands of the 21st century, so the 2013 Curriculum is formulated. The prospective teachers must understand the needs of the 2013 Curriculum, especially at the junior level, as stated in the applicable standards. Students are also equipped with knowledge of the curriculum framework for learning the New Paradigm/ <i>Sekolah Penggerak</i> . Students are introduced and directed to examine the suitability of Science's Syllabus and lesson plan at the junior level with all its completeness referring to the standards and principles.																								
Lesson and exam requirements and exam form	<p>Evaluation assessment of the learning process and attitude performance can be shown as follows:</p> <table border="1"> <thead> <tr> <th>No</th> <th>Assessment Object</th> <th>Assessment Form</th> <th>Value (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Class participation (online)</td> <td>Online Presence</td> <td>10</td> </tr> <tr> <td>2</td> <td>Individual/Group Tasks</td> <td>Portfolio and Q&A discussion</td> <td>20</td> </tr> <tr> <td>3</td> <td>Midterm Examination</td> <td>Written test</td> <td>30</td> </tr> <tr> <td>4</td> <td>Final Examination</td> <td>Written test</td> <td>40</td> </tr> <tr> <td colspan="3">TOTAL</td> <td>100</td> </tr> </tbody> </table>	No	Assessment Object	Assessment Form	Value (%)	1	Class participation (online)	Online Presence	10	2	Individual/Group Tasks	Portfolio and Q&A discussion	20	3	Midterm Examination	Written test	30	4	Final Examination	Written test	40	TOTAL			100
No	Assessment Object	Assessment Form	Value (%)																						
1	Class participation (online)	Online Presence	10																						
2	Individual/Group Tasks	Portfolio and Q&A discussion	20																						
3	Midterm Examination	Written test	30																						
4	Final Examination	Written test	40																						
TOTAL			100																						
Used media	Hardware: Notebook/computer/Handphone																								

	Software: Ms.PowerPoint, Zoom Meeting, WhatsApp
References	<ol style="list-style-type: none"> 1. Masykur, R. (2019). Teori dan Telaah Pengembangan Kurikulum. Bandar Lampung: AURA. 2. Baderiah, B. (2018). Pengembangan Kurikulum. Lembaga Penerbit Kampus IAIN Palopo: Palopo 3. Kemendikbud, 2018, Permendikbud RI Nomor 37 Tahun 2018 tentang Perubahan atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah 4. Kemendikbud, 2018, Permendikbud No 35 Tahun 2018 tentang Struktur Kurikulum 2013 Tingkat Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTS) adalah Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 58 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah. 5. Kemendikbud, 2013, Permendikbud RI No. 20 Tahun 2016, Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah dan Lampirannya. 6. Kemendikbud, 2013, Permendikbud RI No. 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah dan Lampirannya. 7. Kemendikbud, 2013, Permendikbud RI No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah dan Lampirannya. 8. Kemendikbud, 2013, Permendikbud RI No. 23 Tahun 2016 Tentang Standar Penilaian Pendidikan dan Lampirannya. 9. Partnership for 21st Century Learning, 2015, Framework for 21st Century Learning, 21st Century Student Outcome and Support System. 10. OECD. (2018). PISA for development assessment and analytical framework: Reading, mathematics, and science. OECD. 11. OECD. (2019). PISA 2018 assessment and analytical framework. OECD publishing. 12. OECD. 2019. PISA Results from PISA 2018.

	<ul style="list-style-type: none"> 13. Kemdikbudristek, 2021, Paparan Program Sekolah Penggerak. 14. Kemdikbudristek, 2021, Unit Modul Sekolah Penggerak. 15. Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2021. Panduan Pembelajaran dan Asesmen jenjang Pendidikan Dasar dan Menengah.
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A.2 COURSE TOPIC

This course discusses the philosophical, pedagogical reasons and demands of the 21st century so that the 2013 Curriculum is formulated. Student-teacher candidates discuss the needs of the 2013 Curriculum, especially at the junior high school/equivalent level, as stated in the applicable standards. Students are also provided with knowledge about the curriculum framework for learning the New Paradigm/*Sekolah Penggerak*. Students are introduced to and directed to examine the suitability of the syllabus and lesson plans for science teaching at the junior high school level with all its accessories referring to applicable standards and principles.

A.3 COURSE PROGRAM

	MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY MULAWARMAN UNIVERSITY TEACHER TRAINING AND EDUCATION FACULTY PHYSICS EDUCATION STUDY PROGRAM	Doc No.	001/P.Fisika/RPS/2017
		Date of Issue	August 18 th , 2021
		Revision No.	001/P.Fisika/RPS/2021
		Pages	1 - 7

SEMESTER LESSON PLAN					
Course	Course Code	Clusters of Courses	Weight (Credit)	Semester	Creation Date
JUNIOR HIGH SCHOOL CURRICULUM STUDIES	19050362W019	Study Program Compulsory Subject Group	2	III	August 15 th , 2021
Authorization	Course Coordinator		Teaching Courses TEAM		Coordinator of Study Program
	Shelly Efwinda, M.Pd		Shelly Efwinda, M.Pd		Dr. H. Riskan Qadar, M.Si
Learning Outcomes (LO)	Program Learning Outcomes (PLO)				
	Aspect	Code	Description		
	Knowledge	P-02	Applying technology, pedagogy, content, knowledge in physics learning		
	General Skills	-	-		
	Specific Skills	-	-		
	Course Learning Outcomes (CLO)				
	CLO 1	Students are able to understand basic concepts and curriculum components			
CLO 2	Students are able to understand the history of curriculum development that has been implemented in Indonesia				

	CLO 3	Students are able to understand various standards that apply to the implementation of junior high school education in the 2013 Curriculum
	CLO 4	Students are able to understand the basic framework, learning principles, and assessment in the "New Paradigm" Curriculum or <i>Sekolah Penggerak</i>
	CLO 5	Students are able to examine the suitability of the SMP syllabus and lesson plans, especially in science subjects with the demands of the applicable curriculum and based on pedagogic knowledge, content, and technology
Integrated Unmul PIP	-	
Course Description	The Junior High School Curriculum Review course provides prospective physics teachers with a deeper understanding of the meaning of the curriculum in general, the 2013 Curriculum, and the direction of curriculum change towards learning the New Paradigm in particular. Students are provided with knowledge of philosophical, pedagogical reasons and the demands of the 21st century, so that the 2013 Curriculum is formulated. Student-teacher candidates must understand the needs of the 2013 Curriculum, especially at the junior high school/equivalent level, as stated in the applicable standards. Students are also provided with knowledge about the curriculum framework for learning the New Paradigm/ <i>Sekolah Pengeerak</i> . Students are introduced to and directed to examine the suitability of the syllabus and lesson plans for science teaching at the junior high school level with all its accessories referring to applicable standards and principles.	
References	<ol style="list-style-type: none"> 1. Masykur, R. (2019). Theory and Study of Curriculum Development. Bandar Lampung: AURA. 2. Baderiah, B. (2018). Curriculum Development. IAIN Palopo Campus Publishing Institution: Palopo 3. Ministry of Education and Culture, 2018, Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Basic and Secondary Education 4. Ministry of Education and Culture, 2018, Minister of Education and Culture No. 35 of 2018 concerning the 2013 Curriculum Structure for Junior High School (SMP)/Madrasah Tsanawiyah (MTS) is an amendment to the Regulation of the Minister of Education and Culture No. 58 of 2014 concerning the 2013 Curriculum for Junior High Schools/Madrasah Tsanawiyah. 5. Ministry of Education and Culture, 2013, Permendikbud RI No. 20 of 2016, concerning the Competency Standards for Graduates of Primary and Secondary Education and its Attachments. 6. Ministry of Education and Culture, 2013, Permendikbud RI No. 21 of 2016 concerning Content Standards for Elementary and Secondary Education and Attachments. 	

	<ol style="list-style-type: none"> 7. Ministry of Education and Culture, 2013, Permendikbud RI No. 22 of 2016 concerning Basic and Secondary Education Process Standards and Attachments. 8. Ministry of Education and Culture, 2013, Permendikbud RI No. 23 of 2016 concerning Educational Assessment Standards and Attachments. 9. Partnership for 21st Century Learning, 2015, Framework for 21st Century Learning, 21st Century Student Outcome and Support System. 10. OECD. (2018). PISA for development assessment and analytical framework: Reading, mathematics and science. OECD. 11. OECD. (2019). PISA 2018 assessment and analytical framework. OECD publishing. 12. OECD. 2019. PISA Results from PISA 2018. 13. Kemdikbudristek, 2021, Exposure to the Sekolah Penggerak Program. 14. Kemdikbudristek, 2021, Motivating School Module Unit.
Instructional Media	Hardware:
	Ms.PowerPoint, Zoom Meeting, WhatsApp <i>Notebook/Computer/Handphone</i>
Prerequisite Courses (If any)	Have attended courses: <ol style="list-style-type: none"> 1. Introduction to Educational Sciences 2. Learners Development

meeting-to	Sub-CLO	Indicator	Study Material	Learning Strategies (Models and Methods)	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	Students have conceptual knowledge about the junior high school curriculum	<ol style="list-style-type: none"> 1. Explain the meaning of curriculum 2. Explain the function of the curriculum 3. Explaining curriculum objectives 	<ol style="list-style-type: none"> 1. curriculum meaning 2. curriculum function 3. curriculum goals 4. principles of curriculum development 	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss the junior high school curriculum	Written test	Answer Truth	1%	1 and 2

		4. Explain the principles of curriculum development							
2	Students have conceptual knowledge about the junior high school curriculum	<ol style="list-style-type: none"> 1. Explain the basic principles of curriculum development 2. Identify curriculum components 3. Identify educational goals hierarchically 4. Identifying the contents or materials of the junior high school curriculum hierarchically 	<ol style="list-style-type: none"> 1. basic principles of curriculum development 2. curriculum components 3. educational goals hierarchically 4. Junior high school curriculum content or material 	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss the junior high school curriculum	Written test	Answer Truth	1%	1 and 2
3	Students have conceptual knowledge about the history of curriculum development	<ol style="list-style-type: none"> 1. Identify the junior high school curriculum that has been applied in Indonesia 2. Explain the background of changes in the 	<ol style="list-style-type: none"> 1. the junior high school curriculum that has been applied in Indonesia 2. background of changes in the junior 	Direct Instruction: Lecture and Q&A	Students listen to the explanation and discuss about history of curriculum development	Written test	Answer Truth	1%	1 and 2

		<p>junior high school curriculum</p> <p>3. Identify similarities and differences in the junior high school curriculum that has been implemented in Indonesia</p>	<p>high school curriculum</p> <p>3. similarities and differences in the junior high school curriculum that has been used in Indonesia</p>						
4	Understand the basic framework and structure of the 2013 Curriculum.	<p>1. Identifying the background of the publication of K13</p> <p>2. Identifying the Characteristics of the 2013 Curriculum</p> <p>3. Elaborating on the goals of K13</p> <p>4. Explain the philosophical, theoretical, and juridical reasons K13</p> <p>5. Interpreting Core Competencies</p>	<p>1. K13 publication background</p> <p>2. 2013 Curriculum Characteristics</p> <p>3. K13 goal</p> <p>4. philosophical, theoretical, and juridical reasons K13</p> <p>5. Core Competencies and Basic Competencies</p>	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss the basic framework and structure of the 2013 Curriculum.	Written test	Answer Truth	1%	3 and 4

		and Basic Competencies							
5	Students are able to understand the graduation standards of junior high school students	Elaborating SKL on the dimensions of attitudes, knowledge, and skills into indicators for implementing junior high school learning	SKL on the dimensions of attitudes, knowledge, and skills into indicators of SMP learning implementation	Cooperative Learning: Group Discussion	Students discuss and present in groups about high school graduation standards	Written test	Answer Truth	2%	5
6	Understand the standard matters of the learning process demands of the 2013 Curriculum.	Identify characteristics, planning, and implementation, setting the learning environment, assessment and evaluation of learning at the junior high school level, especially in science subjects	characteristics, planning, and implementation, assessing the learning environment, assessment and evaluation of learning at the junior high school level, especially in science subjects	Cooperative Learning: Group Discussion	Students discuss and present in groups about standard learning process demands Curriculum 2013.	Written test	Answer Truth	2%	6 and 7
7	Understanding the standards for assessing the demands of the 2013 Curriculum	1. Explaining the standard of assessment at the junior high school level 2. Identifying Assessment Principles and Approach	1. assessment standards at the junior high school level 2. Assessment Principles and Approach	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss the 2013 Curriculum demands assessment standards	Written test	Answer Truth	2%	8

		3. Determining Scope, Techniques, and Assessment Instruments 4. Explain the Mechanism and Procedure of Assessment	3. Scope, Techniques, and Assessment Instruments 4. Assessment Mechanisms and Procedures						
8	Midterm Exam								
9	Understanding PISA-based assessment	Implementing PISA-based assessment	PISA-based assessment	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss PISA-based assessment	Written test	Answer Truth	2%	9, 10, 11 and 12
10	Understanding of the direction of improving the 2013 curriculum towards a "new paradigm" curriculum / <i>Sekolah Penggerak</i> curriculum	1. Explain the basic curriculum framework "a new paradigm"/ <i>Sekolah Penggerak</i> curriculum 2. Explaining Pancasila Student Profile 3. Identify improvements to the	The basic concept of the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss The basic concept of the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	Performance assessment	Conformity with the assessment rubric	2%	13 and 14

		curriculum structure towards a "new paradigm" curriculum/driver school curriculum							
11	Understand the principles of learning in the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	<ol style="list-style-type: none"> 1. Explaining the principles of learning in the "new paradigm" curriculum/driver school curriculum 2. Identify learning improvements from the 2013 curriculum to the "new paradigm" curriculum/<i>Sekolah Penggerak</i> curriculum 	The principle of learning in the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss principles of learning in the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	Performance assessment	Conformity with the assessment rubric	2%	6,7, and 15
12	Understand the principles of assessment in the "new paradigm" curriculum/driver school curriculum	<ol style="list-style-type: none"> 1. Explaining the principles of assessment in the "new paradigm" curriculum/dri 	Principles of assessment in the "new paradigm" curriculum/ <i>Sekolah Penggerak</i> curriculum	Direct Instruction: Lecture and Q&A	Students listen to explanations and discuss principles of assessment in the "new	Performance assessment	Conformity with the assessment rubric	2%	8 and 15

		<p>ver school curriculum</p> <p>2. Identify improvements to the assessment principles from the 2013 curriculum to the "new paradigm" curriculum/<i>Seolah Penggerak</i> curriculum</p>			paradigm" curriculum/ <i>Seolah Penggerak</i> curriculum				
13	Reviewing the syllabus and lesson plans according to curriculum demands	<ol style="list-style-type: none"> 1. Explain the meaning of the syllabus 2. Identify the components that need to be in the syllabus 3. Explaining the meaning of the lesson plan 4. Identify the components that need to be in the lesson plan 	syllabus and lesson plans according to curriculum demands	Direct Instruction: Lecture and Q&A	Students listen to the explanation and discuss the meaning and components of the syllabus and lesson plans	Performance assessment	Conformity with the assessment rubric	2%	6,7, 8 and 15
14	Reviewing the syllabus and lesson plans according to	Reviewing the syllabus and lesson plans on	Science subject syllabus according to	Direct Instruction:	Students listen to the explanation	Performance	Conformity with the	2%	6,7, 8 and 15

	curriculum demands	science subjects according to curriculum demands	curriculum demands	Lecture and Q&A	related to Science subject syllabus according to curriculum demands	assessment	assessment rubric		
15	Reviewing the syllabus and lesson plans according to the demands of the curriculum	Reviewing the syllabus and lesson plans for science subjects according to curriculum demands	Lessons plans on one of the science subjects according to the demands of the curriculum	Direct Instruction: Lecture and Q&A	Students listen to the explanation related to the lesson plan on one of the science subjects according to the demands of the curriculum	Performance assessment	Conformity with the assessment rubric	2%	6, 7, 8 and 15
16	Final Exam								

Coordinator of Physics Education
Study Program



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Samarinda, May 18th 2021
Course Coordinator



Shelly Efwinda, M.Pd.
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A.4 MAPPING OF PROGRAMME LEARNING OUTCOME (PLO) AND COURSE LEARNING OUTCOME (CLO)

A.4.1 EXPECTED PROGRAMME LEARNING OUTCOME (PLO) IN PHYSICS EDUCATION UNDERGRADUATE PROGRAM

Aspect	Code	Description
Knowledge	PLO 1	Understanding the fundamental concepts, principles, theories, laws, branches of classical physics, and modern physics
	PLO 2	Applying technology, pedagogy, and content knowledge in physics lessons
	PLO 3	Applying physics concepts in physics problem solving
	PLO 4	Understanding the relationships of <i>science-technology-engineering-mathematics</i> and other related fields of science
General Skill	PLO 5	Having the ability to learn and deepen one's knowledge to a higher level
	PLO 6	Having the ability to communicate and present lessons well in Bahasa and understands English
	PLO 7	Considering scientific ethics and professionalism principles and having the skill to be responsible and work in a team
Specific Skill	PLO 8	Having the skill to plan, implement, and evaluate physics learning
	PLO 9	Having the skill to plan, implement, and report the result of physics class practice
	PLO 10	Having the skill to design physics learning media and physics experiment

A.4.2 EXPECTED COURSE LEARNING OUTCOME (CLO) IN THE JUNIOR HIGH SCHOOL CURRICULUM STUDIES COURSE

CLO 1	Students can understand the basic concepts and components of the curriculum.
CLO 2	Students can understand the history of the curriculum implemented in Indonesia.
CLO 3	Students can understand the various standards implemented in junior high school education in the 2013 Curriculum.
CLO 4	Students can understand the basic frameworks, learning principles, and assessments in the Curriculum "New Paradigm" or <i>Sekolah penggerak</i>
CLO 5	Students can study the suitability of junior high school's syllabus and lesson plan, especially in science subjects with curriculum demands and based on pedagogical knowledge, content, and technology.

A.4.3 PLO-CLO MAPPING

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1		√								
CLO2		√								
CLO3		√								
CLO4		√								
CLO5		√								

B. COURSE ASSESSMENT

B.1 ASSESSMENT RUBRIC

No.	Assessment Objectives	Related CLO	Assessment	Criteria
1	Class attendance and assignments punctuality		Presence online	Online presence
2	Individual Assignment	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	Written test	Correctness and completeness of answers
3	Midterm Examination	CLO 1, CLO 2, CLO 3,	Written test	Correctness and completeness of answers
4	Final Examination	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	Written test	Correctness and completeness of answers

B.2 ASSESSMENT SYSTEM

The scoring of the study in the junior high school curriculum studies course refers to one of the schemes set out in the academic regulations of FKIP UNMUL, as presented in the following table:

No.	Assessment Objectives	Assessment	Value (%)
1	Class participation (online)	Online attendance	10
2	Individual Assignment	Written Assignment	20
3	Midterm Examination	Written test	30
4	Final Examination	Written test	40
TOTAL			100

The weight value of the course is determined based on the quality score, which refers to the academic regulations of FKIP UNMUL, as presented in the following table:

Quality Score (QS)	Quality Value (QV)	Letter Value (LV)
$0 \leq QS < 40$	0,0	E
$40 \leq QS < 50$	1,0	D
$50 \leq QS < 60$	1,5	
$60 \leq QS < 65$	2,0	C
$65 \leq QS < 70$	2,5	
$70 \leq QS < 75$	3,0	B
$75 \leq QS < 80$	3,5	
$80 \leq QS \leq 100$	4,0	A

C. COURSE DEVELOPMENT

C.1 THE ACADEMIC YEAR 2021/2022 COURSE OUTCOME

Parameter	Student Amount	Percentage
The number of students taking the course	46 Students	100%
The number of students passing the course (>E)	-	-
The number of students needed to retake the exam	-	-
The number of students who failed after retaking the exam	-	-

C.2 PROBLEM ANALYSIS

The learning outcomes in the Junior High School Curriculum Study Course in the 2021/2022 academic year obtained an average learning outcome value of 72.85. This result has increased with the average learning outcome of the previous academic year. This result needs to be improved to be more optimal because some students still get category C grades.

C.3 PROBLEM SOLVING STRATEGY

Some students have difficulty mastering the learning outcomes that are expected to be achieved in this course. So, in the next Academic Year, we plan to:

1. interviewing students who are still in the sufficient category to determine what obstacles are experienced in the junior high school curriculum study course.
2. Make interview answers as material for consideration in designing learning strategies that will be used in junior high school curriculum study courses
3. design learning by taking into account students' initial abilities, student characteristics, distance lecture methods, etc.
4. If necessary, redesign the course material to suit the conditions of distance lectures (PPT slides, course content, etc.) to make it more contextual so that it is easier for students to understand.
5. adding meetings that can facilitate students to learn actively so that students can build their knowledge and learn more meaningfully,
6. provide more opportunities for students who want to study this material outside of class hours

D. ATTACHMENT
D.1 COURSE ACTIVITY DOCUMENTS
D.1.1 STUDENT ATTENDANCE LIST EXAMPLE
Class A

No.	NIM	NAMA	GENDER	ATTENDANCE																RECAPITULATION			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TARGET	N	(N/16)100	10%
1	2005036001	Alya Puspita Zahra	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
2	2005036002	Puspita Sari	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
3	2005036003	Alna Nasya	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
4	2005036005	Tan, Fahrur Rozy Tandra	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
5	2005036006	Muhammad Ikhsan Bachrul Alam	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
6	2005036007	Rahmiati	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
7	2005036008	Etrica Damayanti Wulandari	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
8	2005036009	Yolanda Oktavia Palian	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
9	2005036010	Dian Rachel Pasaribu	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
10	2005036011	Fatmawati	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
11	2005036012	Bening Anggraeni	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
12	2005036013	Dhiva Aviscienna	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
13	2005036014	Regina Bilqis Wardani	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
14	2005036015	Erlin Nurlita	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
15	2005036016	Muhammad Luthfi Hibatullah	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
16	2005036017	Fransiska Nina Paskalia	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
17	2005036018	Regita Zahara	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10

18	2005036019	Bibin Sentana Bintang Ramadhan	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
19	2005036020	Sisca Arianingtyas	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
20	2005036021	Uristna Gadis Nirwana	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
21	2005036022	Tiara Karismayanti Batubara	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
22	2005036023	Azmi Allym Alwi	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
23	2005036024	Darusman	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
24	2005036025	Dinda Ar-Rizalah P.R.P	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10


Class B

No.	NIM	NAMA	GENDER	ATTENDANCE																RECAPITULATION			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TARGET	N	(N/16)100	10%
1	2005036027	Muhammad Guntur Wahyudi	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
2	2005036028	Hikmal Nur Shiaf	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
3	2005036029	Aditya Kresna	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
4	2005036030	Aldo Kurniawan Julianto Tambunan	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
5	2005036031	Annisa Rosita Maryam	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
6	2005036032	Dewi Sartika Ratnasari	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
7	2005036033	Noer Octaviana	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
8	2005036034	Muhammad Aswin Saputra	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
9	2005036035	Ahmad Aslan Ramadhani	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
10	2005036036	Anelia Kartika	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
11	2005036037	Siti Aisah	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
12	2005036038	Jennisa Rihhadatul Dzakia	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
13	2005036039	Radiana	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
14	2005036040	Huscnul Khatima	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
15	2005036041	Dina Fitriya Ningsih	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
16	2005036042	Maria Eldisari Murni	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
17	2005036043	M. Rezki Irawan	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
18	2005036044	Indra Nurjannah	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
19	2005036045	Habibah	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10

20	2005036046	Syafrul Septian Pratama A	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
21	2005036048	Divani Rahma Fitri	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
22	2005036049	Lili Nur Indah Sari	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10
23	2005036050	Eka Septia Rahmawati	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	100	10

D.1.2 LECTURER'S TEACHING ACTIVITY MONITORING EXAMPLE

CLASS A


	FACULTY OF TEACHER TRAINING AND EDUCATION MULAWARMAN UNIVERSITY	
	MONITORING OF LECTURER'S TEACHING ACTIVITIES ODD SEMESTER FY. 2021/2022	
Program Study/Class	Physics Education/ A	Credits : 2 Credit
Code Course /Course	19050362W019	Junior High School Curriculum Studies
Course type	THEORY / PRACTICE	Page 1 dari 1
Lecturer	Shelly Efwinda, M.Pd.	

No	Meeting	Date and time	Subject	Hours (WITA)		Hours (WITA)
				Start	End	
1	1 st Meeting	Thursday, September 2, 2021	<ol style="list-style-type: none"> 1. curriculum meaning 2. curriculum function 3. curriculum goals 4. principles of curriculum development 	07.10	08.50	24 students
2	2 nd Meeting	Thursday, September 9, 2021	<ol style="list-style-type: none"> 1. basic principles of curriculum development 2. curriculum components 3. educational goals hierarchically 4. Middle school curriculum content or material 	07.10	08.50	24 students
3	3 rd Meeting	Thursday, September 16, 2021	<ol style="list-style-type: none"> 1. the junior high school curriculum that has been applied in Indonesia 2. background of changes in the junior high school curriculum 3. similarities and differences in the junior high school curriculum that has been applied in Indonesia 	07.10	08.50	24 students

4	4 th Meeting	Thursday, September 23, 2021	<ol style="list-style-type: none"> 1. K13 publication background 2. 2013 Curriculum Characteristics 3. K13 goal 4. philosophical, theoretical and juridical reasons K13 5. Core Competencies and Basic Competencies 	07.10	08.50	24 students
5	5 th Meeting	Thursday, September 30, 2021	SKL on the dimensions of attitudes, knowledge and skills into indicators of SMP learning implementation	07.10	08.50	24 students
6	6 th Meeting	Thursday, October 7, 2021	characteristics, planning and implementation, setting the learning environment, assessment and evaluation of learning at the junior high school level, especially in science subjects	07.10	08.50	24 students
7	7 th Meeting	Thursday, October 14, 2021	<ol style="list-style-type: none"> 1. assessment standards at the junior high school level 2. Assessment Principles and Approach 3. Scope, Techniques, and Assessment Instruments 4. Assessment Mechanisms and Procedures 	07.10	08.50	24 students
8	8 th Meeting	Thursday, October 21, 2021	UTS	07.10	08.50	24 students
9	9 th Meeting	Thursday, October 28, 2021	PISA-based assessment	07.10	08.50	24 students
10	10 th Meeting	Thursday, November 4, 2021	The basic concept of the “new paradigm” curriculum / driving school curriculum	07.10	08.50	24 students
11	11 th Meeting	Thursday, November 11, 2021	The principle of learning in the “new paradigm” curriculum / driving school curriculum	07.10	08.50	24 students

12	12 th Meeting	Thursday, November 18, 2021	Principles of assessment in the “new paradigm” curriculum/ driving school curriculum	07.10	08.50	24 students
13	13 th Meeting	Thursday, November 25, 2021	syllabus and lesson plans according to curriculum demands	07.10	08.50	24 students
14	14 th Meeting	Thursday, December 2, 2021	Science subject syllabus according to curriculum demands	07.10	08.50	24 students
15	15 th Meeting	Thursday, December 9, 2021	RPP on one of the science subjects according to the demands of the curriculum	07.10	08.50	24 students
16	16 th Meeting	Thursday, December 16, 2021	UAS	07.10	08.50	24 students

CLASS B

	FACULTY OF TEACHER TRAINING AND EDUCATION MULAWARMAN UNIVERSITY	
	MONITORING OF LECTURER'S TEACHING ACTIVITIES ODD SEMESTER FY. 2021/2022	
Program Study/Class	Physics Education/ B	Credits : 2 Credit
Code Course /Course	19050362W019	Study Of Junior High School Curriculum
Course type	THEORY / PRACTICE	Page 1 dari 1
Lecturer	Shelly Efwinda, M.Pd.	

No	Meeting	Date and time	Subject	Hours (WITA)		Hours (WITA)
				Start	End	
1	1 st Meeting	Tuesday, August 30, 2021	<ol style="list-style-type: none"> 1. curriculum meaning 2. curriculum function 3. curriculum goals 4. principles of curriculum development 	07.10	08.50	22 students
2	2 nd Meeting	Tuesday, September 7, 2021	<ol style="list-style-type: none"> 1. basic principles of curriculum development 2. curriculum components 3. educational goals hierarchically 4. Middle school curriculum content or material 	07.10	08.50	22 students
3	3 rd Meeting	Tuesday, September 14, 2021	<ol style="list-style-type: none"> 1. the junior high school curriculum that has been applied in Indonesia 2. background of changes in the junior high school curriculum 3. similarities and differences in the junior high school curriculum that has been applied in Indonesia 	07.10	08.50	22 students

4	4 th Meeting	Tuesday, September 21, 2021	<ol style="list-style-type: none"> 1. K13 publication background 2. 2013 Curriculum Characteristics 3. K13 goal 4. philosophical, theoretical and juridical reasons K13 5. Core Competencies and Basic Competencies 	07.10	08.50	22 students
5	5 th Meeting	Tuesday, September 28, 2021	SKL on the dimensions of attitudes, knowledge and skills into indicators of SMP learning implementation	07.10	08.50	22 students
6	6 th Meeting	Tuesday, October 5, 2021	characteristics, planning and implementation, setting the learning environment, assessment and evaluation of learning at the junior high school level, especially in science subjects	07.10	08.50	22 students
7	7 th Meeting	Tuesday, October 12, 2021	<ol style="list-style-type: none"> 1. assessment standards at the junior high school level 2. Assessment Principles and Approach 3. Scope, Techniques, and Assessment Instruments 4. Assessment Mechanisms and Procedures 	07.10	08.50	22 students
8	8 th Meeting	Tuesday, 19 October 2021	UTS	07.10	08.50	22 students
9	9 th Meeting	Tuesday, October 26, 2021	PISA-based assessment	07.10	08.50	22 students

10	10 th Meeting	Tuesday, November 2, 2021	The basic concept of the “new paradigm” curriculum / driving school curriculum	07.10	08.50	22 students
11	11 th Meeting	Tuesday, November 9, 2021	The principle of learning in the “new paradigm” curriculum / driving school curriculum	07.10	08.50	22 students
12	12 th Meeting	Tuesday, November 16, 2021	Principles of assessment in the “new paradigm” curriculum/ driving school curriculum	07.10	08.50	22 students
13	13 th Meeting	Tuesday, November 23, 2021	syllabus and lesson plans according to curriculum demands	07.10	08.50	22 students
14	14 th Meeting	Tuesday, November 30, 2021	Science subject syllabus according to curriculum demands	07.10	08.50	22 students
15	15 th Meeting	Tuesday, December 7, 2021	RPP on one of the science subjects according to the demands of the curriculum	07.10	08.50	22 students
16	16 th Meeting	Tuesday, December 14, 2021	UAS	07.10	08.50	22 students

D.1.3 EXAMINATION RECORD EXAMPLE

D.1.3.1 Class A Examination Record



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS MULAWARMAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**BERITA ACARA
PROGRAM STUDI S1 - PENDIDIKAN FISIKA
SEMESTER 2021/2022 GANJIL**

Mata Ujian : Telaah Kurikulum SMP
Hari, Tanggal Ujian : **Kamis, 16 Desember 2021**
Pukul : **07.10-08.50 WITA**
Tempat Ujian : **MOLS**
Jumlah Peserta Ujian : 24
Jumlah Peserta Hadir : **24**
Jumlah Peserta Tidak Hadir : -
Dosen Penguji : **Shelly Efwinda, M.Pd.**

CATATAN PE LAKSANAAN UJIAN

Ujian terlaksana dengan tertib.

PENGAWAS UJIAN

No.	Nama	Jabatan	Tanda Tangan
1.	Shelly Efwinda, M.Pd.	Dosen Pengampu MK	
2.			2.
3.			3.
4.			4.
5.			5.

Samarinda, 16 Desember 2021

an. Dekan

Wakil Dekan Bidang Akademik,

P.H. ZULKARNAEN, M.Si

NIP:196712241991021001

D.1.3.2 Class B Examination Record



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS MULAWARMAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**BERITA ACARA
PROGRAM STUDI S1 - PENDIDIKAN FISIKA
SEMESTER 2021/2022 GANJIL**

Mata Ujian : Telaah Kurikulum SMP
Hari, Tanggal Ujian : Selasa, 14 Desember 2021
Pukul : 07.30-09.10 WITA
Tempat Ujian : Mols
Jumlah Peserta Ujian : 22
Jumlah Peserta Hadir : 23
Jumlah Peserta Tidak Hadir : -
Dosen Penguji : Shelly Efwindi, M.Pd.

CATATAN PE LAKSANAAN UJIAN

Ujian berjalan dengan lancar dan tertib

PENGAWAS UJIAN


No.	Nama	Jabatan	Tanda Tangan
1.	Shelly Efwindi, M.Pd.	Dosen Pengampu MK	1.
2.			2.
3.			3.
4.			4.
5.			5.

Samarinda,16 Desember 2021.....

an. Dekan
Wakil Dekan Bidang Akademik,

Dr. H. H. ULKARNAEN, M.Si
NIP:196712241991021001

D.2 STUDENT'S WORK EXAMPLE
D.2.1 EXAMINATION WORKSHEET EXAMPLE

	FACULTY OF TEACHER TRAINING AND EDUCATION MULAWARMAN UNIVERSITY		
	ODD SEMESTER FINAL EXAM. 2021/2022		
Program Study/CLASS	Physics Education/A and B		Credit : 2 Credits
Code/Course	19050363W036	Junior High School Curriculum Studies	
Course type	Theory/Practice/Internship		Page 1 of 1
Rule: It is forbidden to cooperate and commit fraudulent acts, if it is done, it must be re-examined with a maximum score that can be obtained C.			
Lecturers	Shelly Efwinda, M.Pd		
Day: Tuesday	Date: 14-12-2022	Duration: 07.30-09.10	Room : Mols

Program Learning Outcomes to be achieved	
PLO 2	Applying technology, pedagogy, content, knowledged in physics learning

Course Learning Outcome to be achieved	
CLO 1	Students are able to understand basic concepts and curriculum components
CLO 2	Students are able to understand the history of curriculum development that has been implemented in Indonesia
CLO 3	Students are able to understand various standards that apply to the implementation of junior high school education in the 2013 Curriculum
CLO 4	Students are able to understand the basic framework, learning principles and assessment in the “New Paradigm” Curriculum or Driving School
CLO 5	Students are able to examine the suitability of the SMP syllabus and lesson plans, especially in science subjects with the demands of the applicable curriculum and based on pedagogic knowledge, content, and technology

CLO 1: Students are able to understand basic concepts and curriculum components
Does the curriculum have to exist in the administration of education? Why?

CLO 3:Students are able to understand various standards that apply to the implementation of junior high school education in the 2013 Curriculum


Why is the Graduate Competency Standard used as the main reference for the development of other standards in the implementation of junior high school education?

CLO 4:Students are able to understand the basic framework, learning principles and assessment in the “New Paradigm” Curriculum or Driving School



Explain the principles of assessment on the “New Paradigm” Curriculum or Driving School!

CLO 5:Students are able to examine the suitability of the SMP syllabus and lesson plans, especially in science subjects with the demands of the applicable curriculum and based on pedagogic knowledge, content, and technology

Open the lesson plans that you have collected as assignments, then examine them in terms of: Does the lesson plan pay attention to pedagogical, content, and technological aspects? If so, where is it described? If not, where can these aspects be described?

<p>Made By: Nurul F. Sulaeman, Ph.D.</p>	<p>It is forbidden to reproduce some of the entire contents of the document without written permission from the Choir. Physics Education Study Program Faculty of Teacher Training and Education Mulawarman University</p>	<p>Coordinator of Physics Education Study Program</p>  <p>Dr. H. Riskan Qadar, M. Si.</p>
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D.2.2 STUDENT'S EXAMINATION ANSWER EXAMPLE

	FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MULAWARMAN		
	UJIAN AKHIR SEMESTER GANJIL TA. 2021/2022		
JUR/PRODI	PMIPA/Pendidikan Fisika	SKS: 2 SKS	
Kode/Matakuliah	19050362W019/Telaah Kurikulum SMP		
Dosen Pengampu	Shelly Efwindi, M.Pd		
Hari: Kamis	Tgl: 16 Desember 2021	Mulai pukul: 08:00 - 09:00	Ruang:
Nama: Tan. Fabur Rony Tasdu	NIM: 2005036005	Kelas: A	
Salinlah pernyataan berikut di kolom samping: Saya tidak akan melakukan kecurangan dan melanggar tata tertib dalam ujian ini. Jika saya melakukan pelanggaran, maka saya bersedia diberi sanksi			Tanda Tangan Mahasiswa 

1. Tentang kurikulum harus ada dalam penyelenggaraan pendidikan karena kurikulum ini berguna sebagai suatu kerangka dasar dari suatu satuan pendidikan dalam menyelenggarakan pendidikan di suatu periode, baik itu intrakurikuler maupun ekstrakurikuler. Tanpa adanya kurikulum ini, penyelenggaraan pendidikan akan acak-acakan dan tidak terarah karena tidak ada pedoman atau kerangka dasar dalam menjelankannya.

2. a. *KTSP → K13
 Hal yang melatarbelakangi perubahan kurikulum 2006 atau KTSP menjadi K13 adalah perkembangan ilmu dan teknologi yang pesat, juga adanya prediksi perkembangan ekonomi dan penduduk Indonesia di masa yang akan datang mendorong terjadinya perubahan kurikulum ini karena KTSP dianggap sudah tidak relevan. Juga, kurikulum 2013 ini diproyeksikan sebagai pedoman untuk kehidupan berbangsa di abad ke-XXI.

* K13 → K13 Revisi
 Hal yang melatarbelakangi revisi dari kurikulum 2013 ini ialah adanya permasalahan dalam penerapannya yaitu kurikulum ini tidak dapat diterapkan di seluruh sekolah Indonesia dan hanya berjalan di sekolah piloting saja.

b. * KTSP → K13
 KTSP:
 1). SKL diturunkan dari standar isi.
 2). Standar isi merupakan perumusan dari tujuan mata pelajaran yang terdapat pada standar kompetensi dan kompetensi dasar.
 3). Mata pelajaran pembentuk pengetahuan, pembentuk sikap, dan pembentuk keterampilan di kelas.

4.) Kompetensi diturunkan dari mata pelajaran.

5.) Mata pelajaran tidak saling bertaut dan terpisah satu sama lain.

K13

1.) SKL diturunkan dari kebutuhan.

2.) Standar isi diturunkan dari SKL melalui kompetensi inti.

3.) Seluruh mata pelajaran berkontribusi dalam pembentukan pengetahuan, pembentukan sikap, pembentukan keterampilan.

4.) Mata pelajaran diturunkan dari kompetensi yang hendak dicapai

5.) Semua mata pelajaran diikat oleh kompetensi inti

*K13 → K13 Revisi

~~K13~~

1.) Penilaian K11 dan 2 ditiadakan di semua mata pelajaran kecuali agama dan PKN, tapi tetap dimasukkan ke RPP.

2.) Semua nilai bobotnya sama, baik itu penilaian harian maupun ~~sem~~ PAS. Akumulasi nilainya dirata-ratakan.

3.) Pendekatan di edisi revisi tidak hanya terbatas pada 5M, bisa dengan pendekatan lain, dan jika menggunakannya orotannya bisa diacak.

4.) Silabus revisi lebih ramping dengan 3 kolom yaitu: KD, materi, dan kegiatan pembelajaran.

5.) Ulangan harian menjadi penilaian harian, UAS menjadi penilaian akhir semester, dan UTS ditiadakan.

6.) Penilaian yang awalnya 1-4, kembali menjadi 1-100, dengan predikat huruf dan deskripsi.

7.) Remedial diberikan kepada siswa yang kurang tapi harus diberi pembelajaran ulang. Hasil remedial inilah yang masuk ke hasil.

3. Karena SKL ini seperti seperti suatu kualifikasi atau hasil yang diharapkan dicapai oleh peserta didik setelah melalui proses pembelajaran. SKL ini dijadikan seperti seperti rujukan seorang guru dalam menyiapkan strateginya dalam mengajar, sehingga SKL ini digunakan sebagai acuan utama dalam mengembangkan standar lainnya.

4. Ada 5 prinsip asesmen dalam Kurikulum Paradigma Baru, yaitu:

a. Asesmen ini adalah bagian terpadu dari pembelajaran dan menyediakan informasi yang dapat digunakan sebagai strategi pembelajaran selanjutnya. Maka dari itu, asesmen ini merujuk pada ranah pengetahuan, keterampilan, dan sikap. Selain itu, asesmen juga melibatkan peserta didik dalam menilai diri sendiri dan teman.

b. Asesmen ini dirancang sesuai dengan tujuannya, dan pendidik diberi keleluasaan dalam menentukan tempat dan waktu pelaksanaannya agar efektif. Karena asesmen ini diharapkan menggunakan berbagai instrumen, alokasi waktunya jelas dan terencana, serta dikomunikasikan ke siswa mengenai jenis, teknik, dan instrumen yang digunakan.

c. Asesmen ini dirancang secara adil, proporsional, valid, dan terpercaya. Maka dari itu, asesmen ini harus adil dan tidak ~~terpengaruh~~ terpengaruh oleh latar belakang peserta didik. Selain itu, instrumen yang digunakan harus tepat agar pengukuran tidak melenceng.

d. Laporan kemajuan belajar sederhana, informatif, dan mengadopsi strategi ke depannya. Maka dari itu, isinya harus jelas dan mudah dipahami. Selain itu, pencapaian siswa dalam bentuk angka & deskripsi.

e. Hasil asesmen digunakan untuk meningkatkan mutu pembelajaran.

5. Sudah ada, karena pada RPP tertera dimana guru menjelaskan mengenai inti materi kepada peserta didik yang mana ini menunjukkan pengetahuan atau pemahaman guru mengenai materi yang akan diajarkan (konten). Selain itu guru juga menjelaskan materi dengan bahasa yang mudah dipahami. Guru disini juga menyiapkan beberapa asesmen untuk memudahkan siswa dalam memperoleh nilai dan memahami

D.2.3 STUDENT'S ASSIGNMENT EXAMPLE

CLO 2: Students are able to understand the history of curriculum development that has been implemented in Indonesia	Task 1. Identify the junior high school curriculum that has been applied in Indonesia 2. Describe the background of changes in the junior high school curriculum 3. Describe the similarities and differences between the last three junior high school curricula that have been applied in Indonesia
---	---

Nama : Alya Puspita Zahra

75

Kelas : A 2020

Mata Kuliah : Telaah Kurikulum SMP

Tugas Telaah Kurikulum SMP

1. **Identifikasi kurikulum jenjang SMP yang pernah berlaku di Indonesia**

Jawaban :

Kurikulum jenjang SMP yang pernah berlaku di Indonesia adalah *Leerplan* (Rencana Pelajaran) atau Struktur Kurikulum MULO pada masa Hindia Belanda; Kurikulum SMP (*Shuto Chu Gakko*) pada Masa Pendudukan Jepang; Kurikulum SMP pada Masa Awal Kemerdekaan; Kurikulum SMP 1954 pada Masa Pemerintah Kabinet Parlementer; Rencana Pelajaran SMP Gaya Baru (1964) pada Masa Pemerintahan Orde Lama; Kurikulum SMP 1968, Kurikulum SMP 1975, Kurikulum SMP 1984, dan Kurikulum SMP 1994 pada Masa Pemerintahan Orde Baru; Kurikulum 2004 dan Kurikulum 2006 pada Masa Reformasi; dan Kurikulum 2013.

2. **Uraikan latar belakang perubahan kurikulum jenjang SMP!**

Jawaban :

- a. Latar Belakang Kurikulum 2004.

Pada awal tahun 2000 Pemerintah mulai merintis pengembangan kurikulum baru berdasarkan model Kurikulum Berbasis Kompetensi (KBK). Beberapa sarjana kurikulum yang memiliki kemampuan tinggi dalam bidang studi kurikulum dan di antaranya baru kembali dari pendidikan di luar negeri dengan gelar tertinggi (S3) di bidang kurikulum. Mereka belajar tentang kurikulum berbasis kompetensi dan landasan pemikiran kurikulum berbasis kompetensi untuk SD, SLTP, SLTA dan SMK. Kurikulum berbasis kompetensi direncanakan guna menggantikan kurikulum sebelumnya, yaitu Kurikulum SMP 1994 yang sudah tidak sesuai dan dikembangkan dengan dasar kompetensi.

Lahirnya kurikulum 2004 ini tidak terlepas dari kondisi politik yang terjadi pada saat itu. Di Indonesia terjadi perubahan era pemerintahan dari era Orde Baru menjadi era Reformasi yang dimulai pada pemerintahan Presiden B.J. Habibie tahun 1998. Salah satu keputusan yang menonjol pada era Reformasi adalah adanya otonomi daerah yang lebih luas. Hal ini berarti pemerintahan daerah diberi wewenang yang lebih luas untuk

mengatur kebijakan daerahnya masing-masing, dan salah satu kewenangan baru yang dimiliki oleh pemerintah daerah adalah dalam bidang pendidikan. Hal ini termuat dalam Undang-Undang Nomor 22 tahun 1999 tentang Pemerintahan Daerah. Berdasarkan alasan tersebut maka terjadi pula reformasi di bidang pendidikan yang salah satu hasilnya adalah dirancangnya kurikulum baru yakni Kurikulum Berbasis Kompetensi oleh Departemen Pendidikan yang mulai diberlakukan pada tahun 2004.

Dalam Kurikulum 2004, kompetensi diartikan sebagai “pengetahuan, keterampilan, sikap dan nilai-nilai yang diwujudkan dalam kebiasaan berpikir dan bertindak. Kompetensi dapat dikenali melalui sejumlah hasil belajar dan indikatornya yang dapat diukur dan diamati. Kompetensi dapat dicapai melalui pengalaman belajar yang dikaitkan dengan bahan kajian dan bahan pelajaran secara kontekstual”. Lebih lanjut dikemukakan bahwa “kompetensi dikembangkan secara berkesinambungan sejak Taman Kanak-kanak dan Raudhatul Athfal, Kelas I sampai dengan Kelas XII yang menggambarkan suatu rangkaian kemampuan yang bertahap, berkelanjutan, dan konsisten seiring dengan perkembangan psikologis peserta didik”

Pada praktiknya, kurikulum ini tidak pernah disahkan meskipun sempat diimplementasikan secara terbatas. Pada 2006, pemerintah meluncurkan kurikulum baru pengganti KBK yakni KTSP. Kurikulum 2006 (KTSP) diakui pemerintah sebagai revisi dari KBK 2004, artinya pendekatan dan latar belakang yang diterapkan pada KTSP masih sama dengan latar yang menjiwai diciptakannya KBK.

b. Latar Belakang Kurikulum 2006.

Kurikulum 2006 (KTSP) diakui pemerintah sebagai revisi dari KBK 2004. Kurikulum 2004 tidak mendapat dukungan politis untuk dilaksanakan secara nasional, antara lain karena terjadi perubahan dalam kehidupan ketata negaraan Indonesia dari sentralistik ke otonomi daerah. Naskah terakhir Kurikulum 2004 telah mencoba mengakomodasi perubahan sistem ketata negaraan tersebut, tetapi upaya yang dimaksudkan tidak cukup kuat. Pemerintah mengambil kebijakan untuk menyelamatkan pikiran kurikulum kompetensi yang telah dikembangkan dalam Kurikulum 2004 dan biaya besar yang telah dikeluarkan untuk pengembangan naskah atau dokumen kurikulum. Oleh karena itu, ide-ide tersebut dimasukkan dalam berbagai ketentuan seperti Standar Kompetensi dan Kompetensi Dasar dimasukkan dalam Peraturan Menteri Pendidikan Nasional mengenai Standar Isi. Demikian pula halnya dengan Standar Kompetensi Lulusan, Standar Kompetensi Lintas Kurikulum, dan Standar Kompetensi Mata Pelajaran

dikemas dalam bentuk Peraturan Menteri Pendidikan Nasional. Sedangkan Struktur Kurikulum untuk SMP dan Madrasah Tsanawiyah dikemas dalam bentuk Standar Isi.

Berdasarkan kebijakan baru, maka kurikulum dikembangkan oleh setiap satuan pendidikan dan dikenal dengan nama Kurikulum Tingkat Satuan Pendidikan (KTSP). Struktur KTSP mengacu kepada Struktur Kurikulum yang ditetapkan oleh Peraturan Menteri Pendidikan Nasional. Dalam hal ini terjadi kerancuan penetapan karena Kerangka Dasar dan Struktur Kurikulum bukan Standar Isi dan berdasarkan UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, wewenang mengembangkan standar dan kurikulum dilakukan oleh lembaga yang berbeda.

Perubahan kurikulum dari KTSP menuju Kurikulum 2013 disebabkan oleh isi dan pesan pesan kurikulum 2006 masih terlalu padat. Mata pelajaran dan materi yang keluasan dan kesukarannya melampaui tingkat perkembangan usia anak. Kurikulum KTSP belum mengembangkan kompetensi secara utuh sesuai dengan visi, misi, dan tujuan pendidikan nasional. Kurikulum 2006 belum peka dan tanggap terhadap berbagai perubahan sosial yang terjadi pada tingkat lokal, nasional, maupun global. Standar proses pembelajarannya pun belum menggambarkan urutan pembelajaran yang rinci sehingga membuka penafsiran yang beragam dan berujung pada pembelajaran berpusat pada guru. Penilaian belum menggunakan standar penilaian berbasis kompetensi, serta belum tegas memberikan layanan remediasi dan pengayaan secara berkala. Kemudian, berbagai kompetensi yang diperlukan sesuai dengan perkembangan konstruktivistik belum terakomodasi dalam kurikulum 2006. Sedangkan pada kurikulum 2013 sudah berdasarkan tiga komponen, yaitu pengetahuan berdasarkan tes tulis, sikap berdasarkan observasi di kelas, dan keterampilan melalui kinerja peserta didik.

3. **Uraikan persamaan dan perbedaan 3 kurikulum jenjang SMP terakhir yang pernah berlaku di Indonesia!**

Jawaban :

Perbedaan Kurikulum 2004, Kurikulum 2006 dan Kurikulum 2013 Jenjang SMP

Aspek	Kurikulum 2004	Kurikulum 2006	Kurikulum 2013
1. Penamaan	Kurikulum 2004 atau	Kurikulum Tingkat	Kurikulum 2013

	KBK	Satuan Pendidikan (KTSP)	
2. Landasan Hukum	<p>a. Tap MPR/GBHN Tahun 1999-2004</p> <p>b. UU No. 20/1999 – Pemerintah-an Daerah</p> <p>c. UU Sisdiknas No 2/1989 kemudian diganti dengan UU No. 20/2003</p> <p>d. PP No. 25 Tahun 2000 tentang pembagian kewenangan</p>	<p>a. UU No. 20/2003 – Sisdiknas</p> <p>b. PP No. 19/2005 – SPN</p> <p>c. Permendiknas No. 22/2006 – Standar Isi</p> <p>d. Permendiknas No. 23/2006 – Standar Kompetensi Lulusan</p>	<p>a. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.</p> <p>b. Undang-Undang Republik Indonesia Nomor 32 Tahun 2004 tentang Pemerintahan Daerah.</p> <p>c. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, sebagaimana telah diubah dalam Peraturan Pemerintah Nomor 32 tahun 2013, dan perubahan kedua dalam Peraturan Pemerintah Nomor 13 tahun 2015 tentang Standar Nasional Pendidikan.</p>

			<p>d. Peraturan Pemerintah RI No. 55 Tahun 2007 tentang Pendidikan Agama dan Pendidikan Keagamaan</p> <p>e. Peraturan pemerintah Nomor 19 Tahun 2017 tentang Perubahan PP No.74 Tahun 2008 tentang Guru</p> <p>f. Peraturan Presiden Nomor 87 tahun 2017 tentang Penguatan Pendidikan Karakter.</p>
3. Sifat	Cenderung Sentralisme Pendidikan : Kurikulum disusun oleh Tim Pusat secara rinci; Daerah/Sekolah hanya melaksanakan	Cenderung Desentralisme Pendidikan : Kerangka Dasar Kurikulum disusun oleh Tim Pusat; Daerah dan Sekolah dapat mengembangkan lebih lanjut.	Karakteristik pengembangan Kurikulum 2013 adalah penyempurnaan pola pikir, penguatan tata kelola kurikulum, pendalaman dan perluasan materi, penguatan proses pembelajaran, dan penyesuaian beban belajar agar dapat menjamin kesesuaian

D.3 ASSESSMENT SUMMARY

D.3.1 ITEM ANALYSIS

The final semester exam questions consist of five questions in the form of essay questions analyzed by content through experts in the field of Physics Education. The expert judgment analyzed essay questions by the course team members. The analysis was carried out by considering several aspects, namely the suitability of the questions with the PLO and CLO to be achieved and the suitability of the use of language, content, and constructs.

D.3.2 EVALUATION MODEL EXAMPLE

Class A

Bukan Periode Pengisian Nilai

No.	NIM	Nama	Nilai				Hasil				
			Praktikum [%]	Tugas [20 %]	Kuis [%]	Afektif [10 %]	UTS [30 %]	UAS [40 %]	Absolut	Bobot	NH
1	2005036001	Alya Puspita Zahra		88.3		100	80	100	91.66	4.00	A
2	2005036002	Puspita Sari		85.7		100	80	75	81.14	4.00	A
3	2005036003	Alna Nasya		81.7		100	80	75	80.34	4.00	A
4	2005036005	Tan, Fahrur Rozy Tandra		85		100	80	85	85.00	4.00	A
5	2005036006	Muhammad Ihsan Bachrul Alam		84		100	75	55	71.30	3.00	B
6	2005036007	Rahmiati		80		100	75	75	78.50	3.50	B
7	2005036008	Etrica Damayanti Wulandari		82.7		100	75	40	65.04	2.50	C
8	2005036009	Yolanda Oktavia Palian		86		100	75	65	75.70	3.50	B
9	2005036010	Dian Rachel Pasaribu		80.7		100	75	70	76.64	3.50	B
10	2005036011	Fatmawati		77.3		100	75	80	79.96	3.50	B
11	2005036012	BENING ANGGRAENI		85		100	78	75	80.40	4.00	A
12	2005036013	DHIVA AVISCIENNA		80.7		100	70	75	77.14	3.50	B
13	2005036014	REGINA BILQIS WARDANI		87.5		100	75	75	80.00	4.00	A
14	2005036015	ERLIN NURLITA		75.7		100	75	60	71.64	3.00	B
15	2005036016	Muhammad Luthfi Hibatullah		78.3		100	75	70	76.16	3.50	B
16	2005036017	FRANSISKA NINA PASKALIA		89		100	75	75	80.30	4.00	A
17	2005036018	REGITA ZAHARA		87.5		100	75	75	80.00	4.00	A
18	2005036019	BIBIN SENTANA BINTANG RAMADHAN		80		100	75	35	62.50	2.00	C
19	2005036020	Sisca Arianingtyas		81.7		100	75	70	76.84	3.50	B
20	2005036021	Uristna Gadis Nirwana		87.5		100	75	75	80.00	4.00	A

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SHELLY EFWINDA

No.	NIM	Nama	Praktikum [%]	Tugas [20 %]	Kuis [%]	Afektif [10 %]	UTS [30 %]	UAS [40 %]	Absolut	Bobot	NH	Ket
12	2005036013	DHWA AVISCIENNA		80.7		100	70	75	77.14	3.50	B	
13	2005036014	REGINA BILQIS WARDANI		87.5		100	75	75	80.00	4.00	A	
14	2005036015	ERLIN NURLITA		75.7		100	75	60	71.64	3.00	B	
15	2005036016	Muhammad Luthfi Hibatullah		78.3		100	75	70	76.16	3.50	B	
16	2005036017	FRANSISKA NINA PASKALIA		89		100	75	75	80.30	4.00	A	
17	2005036018	REGITA ZAHARA		87.5		100	75	75	80.00	4.00	A	
18	2005036019	BIBIN SENTANA BINTANG RAMADHAN		80		100	75	35	62.50	2.00	C	
19	2005036020	Sisca Arianingtyas		81.7		100	75	70	76.84	3.50	B	
20	2005036021	Uristna Gadis Nirwana		87.5		100	75	75	80.00	4.00	A	
21	2005036022	TIARA KARISMAYANTI BATUBARA		70		100	78	75	77.40	3.50	B	
22	2005036023	Azmi Allym Alwi		78.3		100	80	70	77.66	3.50	B	
23	2005036024	DARUSMAN		77.7		100	78	55	70.94	3.00	B	
24	2005036025	Dinda Ar-Rizalah Pujie Rahmayana Putri		85.7		100	90	90	90.14	4.00	A	

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Class B

UNIVERSITAS MULAWARMAN

[SIA] Sistem Informasi Akademik - UNMUL

SHELLY EFWINDA

Proses Nilai Perkelas

Program Studi: S1 - PENDIDIKAN FISIKA

Semester: 2021/2022 Ganjil

Matakuliah: 19050362W019 - Telaah kurikulum SMP [Semester 3, 2 SKS]

Kelas: B PEND. FISIKA 2020

Upload File

Bukan Periode Pengisian Nilai

No.	NIM	Nama	Nilai					Hasil				
			Praktikum [%]	Tugas [20 %]	Kuis [%]	Afektif [10 %]	UTS [30 %]	UAS [40 %]	Absolut	Bobot	NH	Ket
1	2005036027	Muhammad Guntur Wahyudi		81.7		100	75	40	64.84	2.00	C	
2	2005036029	Aditya Kresna		82.5		100	75	30	61.00	2.00	C	
3	2005036030	Aldo Kurniawan Julianito Tambunan		81.7		100	75	52.9	70.00	3.00	B	
4	2005036031	ANNISA ROSITA MARYAM		71.7		100	75	65	72.84	3.00	B	
5	2005036032	DEWISARTIKA RATNASARI		89		100	80	66	77.80	3.50	B	

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6	2005036033	Noer Octawiana	76.7	100	75	50	67.84	2.50	C
7	2005036034	Muhammad Aswin Saputra	81.7	100	75	65	74.84	3.00	B
8	2005036035	AHMAD ASLAN RAMADHANI	78.3	100	70	70	74.66	3.00	B
9	2005036036	Anella Kartika	81.7	100	75	75	78.84	3.50	B
10	2005036037	Siti Aisah	81.7	100	85	60	75.84	3.50	B
11	2005036038	Jennisa Rihhadatul Dzakia	71.7	100	80	54.15	70.00	3.00	B
12	2005036039	Radiana	85	100	75	75	79.50	3.50	B
13	2005036040	Husnul Khatima	82.7	100	75	70	77.04	3.50	B
14	2005036041	Dina Fitriya Ningsih	75.7	100	75	50	67.64	2.50	C
15	2005036042	MARIA ELDISARI MURNI	80	100	70	60	71.00	3.00	B
16	2005036043	M. Rezki Irawan	85	100	75	60	73.50	3.00	B
17	2005036044	Indra Nurjannah	81.7	100	75	65	74.84	3.00	B
18	2005036045	Habibah	87.3	100	75	70	77.96	3.50	B
19	2005036046	Syaiful Septian Pratama, A	75	100	75	45	65.50	2.50	C
20	2005036048	Divani Rahma Fitri	82.3	100	75	60	72.96	3.00	B

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SHELLY EFWINDA

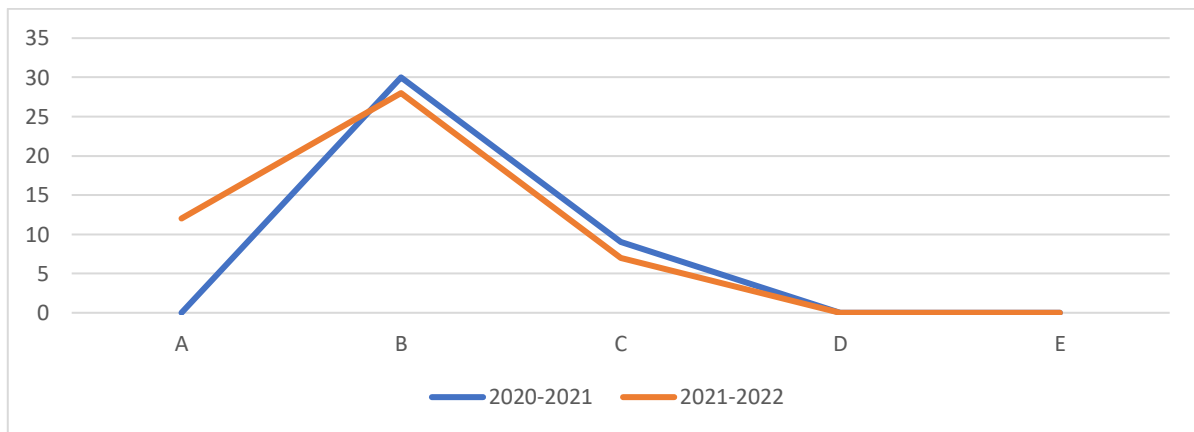
10	2005036037	Siti Aisah	81.7	100	85	60	75.84	3.50	B
11	2005036038	Jennisa Rihhadatul Dzakia	71.7	100	80	54.15	70.00	3.00	B
12	2005036039	Radiana	85	100	75	75	79.50	3.50	B
13	2005036040	Husnul Khatima	82.7	100	75	70	77.04	3.50	B
14	2005036041	Dina Fitriya Ningsih	75.7	100	75	50	67.64	2.50	C
15	2005036042	MARIA ELDISARI MURNI	80	100	70	60	71.00	3.00	B
16	2005036043	M. Rezki Irawan	85	100	75	60	73.50	3.00	B
17	2005036044	Indra Nurjannah	81.7	100	75	65	74.84	3.00	B
18	2005036045	Habibah	87.3	100	75	70	77.96	3.50	B
19	2005036046	Syaiful Septian Pratama, A	75	100	75	45	65.50	2.50	C
20	2005036048	Divani Rahma Fitri	82.3	100	75	60	72.96	3.00	B
21	2005036049	Lili Nur Indah Sari	76.7	100	75	70	75.84	3.50	B
22	2005036050	Eka Septia Rahmawati	80	100	75	75	78.50	3.50	B

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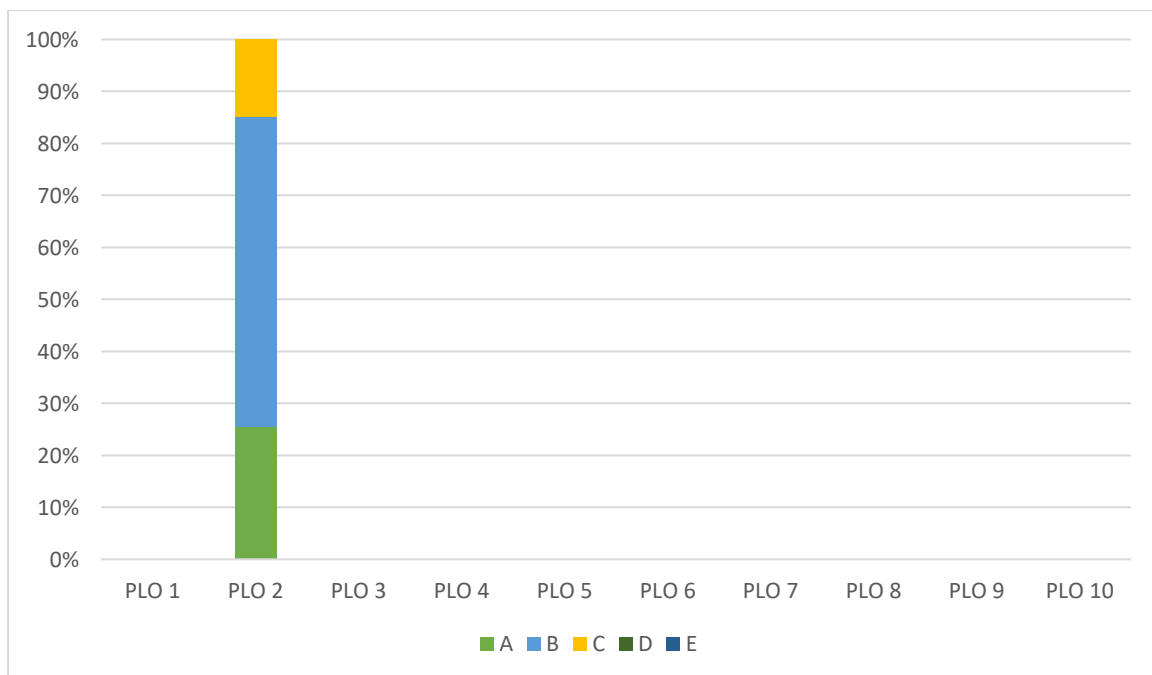
D.3.3 THE ACADEMIC YEAR 2021/2022 OUTCOME

Parameter	Student Amount	Percentage
The number of students taking the course	46 Students	100%
The number of students passing the course (>E)	-	-
The number of students needed to retake the exam	-	-
The number of students who failed after retaking the exam	-	-

Comparison to Last Year's Graphic



Graph of Learning Outcomes related to PLO 2



D.3.4 PROBLEM ANALYSIS/SOLVING

The graph in D. 3.3 illustrates the difference in the Junior High School Curriculum Study course results for the 2020/2021 academic year and the 2021/2022 academic year. There are differences in the achievement of course scores in the two academic years. The average value of student learning outcomes in the Junior High School Curriculum Studies Course in the 2020/2021 Academic year is 65.76. It has increased in the 2021/2022 academic year with an average learning outcome value of 72.85. There are no students who fail or have to repeat this course. These results can be said to be good and need to be improved again to be more optimal because some students still get category C grades.

This shows that some students still have difficulty mastering the learning outcomes that are expected to be achieved in this course. So, in the next Academic Year, we plan to:

1. interviewing students who are still in the sufficient category to determine what obstacles are experienced in the junior high school curriculum study course.
2. Make interview answers as material for consideration in designing learning strategies that will be used in junior high school curriculum study courses
3. designing learning by taking into account the initial abilities of students, student characteristics, etc.
4. If necessary, redesign the course material (PPT slides, course content, etc.) to make it more contextual to make it easier for students to understand.
5. adding meetings that can facilitate students to learn actively so that students can build their knowledge and learn more meaningfully,
6. provide more opportunities for students who want to study this material outside of class hours