SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Educational Politics Study		8420703041			**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			Dr. Nuansa Bayu Segara, S.Pd., M.Pd.		

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course discusses the meaning of educational politics as knowledge, policy, and power, as well as the relationship between the three, and the influence of educational politics in education policy in Indonesia at the national and local levels.

References	**Main :**
	1. Meriam Budihardjo . 2003. Pengantar Ilmu Politik, Jakarta. Gramedia. 2. Tilaar.H & Rian Nugroho. 2013. Kebijakan Pendidikan. Yogyakarta, Pustaka Pelajar. 3. Sri-Edi Swasono. 2012. Pendidikan Nasional dan Pembangunan Karakter Bangsa. Jakarta: Bappenas..
	Supporters:

Supporting lecturer	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Riyadi, S.Pd., M.A. Katon Galih Setyawan, S.Sos., M.Sosio.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, **[Estimated time]**		Learning materials **[References]**	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students understand the meaning and scope of educational politics	- Explain the concept of educational politics. - Analyze the political scope. education	**Criteria:** Attitude, UTS, UAS, and Assignments	Pulpit lecture Question and answer 3 X 50			0%

2	Students understand the meaning and scope of educational politics	- Explain the concept of educational politics. - Analyze the political scope. education	**Criteria:** Attitude, UTS, UAS, and Assignments	Pulpit lecture Question and answer 3 X 50			0%
3	Students understand educational politics as a science	- Explain the politics of education as a science	**Criteria:** Attitude, UTS, UAS, and Assignments	Lecture pulpit Demonstration assignment 3 X 50			0%
4	Students understand educational politics as a science	- Explain the politics of education as a science	**Criteria:** Attitude, UTS, UAS, and Assignments	Lecture pulpit Demonstration assignment 3 X 50			0%
5	Students Students understand educational politics as public policy	explain public policies regarding education	**Criteria:** Attitude, UTS, UAS, and Assignments	Lecture pulpit Demonstration assignment 3 X 50			0%
6	Students Students understand educational politics as public policy	explain public policies regarding education	**Criteria:** Attitude, UTS, UAS, and Assignments	Lecture pulpit Demonstration assignment 3 X 50			0%
7	Students are able to understand educational politics as power	Explain the changes in power regarding national education policy	**Criteria:** Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Demonstration - Assignment - 3 X 50 discussion			0%
8	UTS	UTS		UTS 3 X 50			0%
9	Students are able to understand the relationship between educational politics, educational policy and power	Explaining the relationship between educational politics, educational policy and power	**Criteria:** Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
10	Students are able to understand the relationship between educational politics, educational policy and power	Explaining the relationship between educational politics, educational policy and power	**Criteria:** Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
11	Students understand the implementation of education policies at the Supra Structure level in Indonesia	Explaining the implementation of education policy at the Supra Structure level in Indonesia	**Criteria:** Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
12	Students understand the implementation of education policies at the Supra Structure level in Indonesia	Explaining the implementation of education policy at the Supra Structure level in Indonesia	**Criteria:** Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
13	Students are able to understand the implementation of Education Policy at the Political Infrastructure level in Indonesia	Explaining the implementation of Education Policy at the Political Infrastructure level in Indonesia	**Criteria:** Attitude, UTS, UAS, and Assignments	PBL 3 X 50			0%
14	Students are able to understand the implementation of Education Policy at the Political Infrastructure level in Indonesia	Explaining the implementation of Education Policy at the Political Infrastructure level in Indonesia	**Criteria:** Attitude, UTS, UAS, and Assignments	PBL 3 X 50			0%
15	Students are able to understand the implementation of Education Policy at the Political Infrastructure level in Indonesia	Explaining the implementation of Education Policy at the Political Infrastructure level in Indonesia	**Criteria:** Attitude, UTS, UAS, and Assignments	PBL 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.