



**Universitas Negeri Surabaya  
Faculty of Educational Sciences  
Bachelor of Education Management Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
<b>Accreditation of Educational Institutions</b>	8620403003		T=3	P=0	ECTS=4.77	6	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Syunu Trihantoyo, S.Pd., M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																															
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<b>Short Course Description</b>	This course examines the concept of accreditation of educational institutions, the aims and functions of accreditation, the urgency of accreditation, the relationship between accreditation and integrated quality management, accreditation criteria and tools, accreditation mechanisms, accreditation institutions, problems and impacts arising from school/madrasah accreditation and higher education accreditation. Lectures are held face-to-face and online with the concept of lectures, discussions, presentations, assignments, and tests or quizzes																																						
	<table border="1" style="width: 100%; margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Kajian Analisis Sistem Akreditasi Sekolah/Madrasah dalam Rangka Reformasi Birokrasi Internal, 2011, Kementerian Pendidikan Nasional, Jakarta.</li> <li>2. Buku IV Akreditasi Program Studi Sarjana, 2008, Departemen Pendidikan Nasional BAN PT, Jakarta.</li> <li>3. Permendiknas Nomor 29 Tahun 2005 tentang Badan Akreditasi Nasional Sekolah/Madrasah.</li> <li>4. Permendiknas Nomor 12 Tahun 2009 tentang Kriteria dan Perangkat Akreditasi.</li> <li>5. Undang Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.</li> <li>6. Sallis, Edward, 1994, Total quality management in education, Kogan, London.</li> <li>7. Peraturan BAN-PT Nomor 4 Tahun 2017 tentang Instrumen Akreditasi</li> <li>8. Permenristekdikti Nomor 62 Tahun 2016 tentang Sistem Penjaminan Mutu Perguruan Tinggi</li> <li>9. Permenristekdikti Nomor 32 Tahun 2016 tentang Akreditasi Prodi dan Perguruan Tinggi</li> <li>10. Permenristekdikti Nomor 44 Tahun 2015 tentang Standar Nasional Perguruan Tinggi</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Prof. Dr. H. Murtadlo, M.Pd. Dr. Soedjarwo, M.S. Shelly Andari, S.Pd., M.Pd. Aditya Chandra Setiawan, S.Pd., M.Pd.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	Students can understand the Basic Concepts of Accreditation of Educational Institutions	1.Understand the contents of the lecture contract and RPS 2.Understand the context of accreditation		Lectures and questions and answers via Google Meet 3 X 50			0%
2	Students can understand the differences between accreditation, certification and quality assurance	Understanding the Differences between Accreditation, Certification and Quality Assurance	<b>Criteria:</b> Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\ Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement	Lectures and Q&A via Google Meet 3 X 50			0%

3	Students can understand Educational Institution Certification	Understand the concept of educational institution certification	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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4	Students can understand the Internal Quality Assurance System of Educational Institutions	Understanding the Internal Quality Assurance System of Educational Institutions	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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5	Students can understand the External Quality Assurance System of Educational Institutions	Able to understand the External Quality Assurance System of Educational Institutions	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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6	Students can understand the School/Madrasah Accreditation Guidelines	Understand the School/Madrasah Accreditation Guidelines	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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7	Students can understand the Accreditation Guidelines for Higher Education/Study Programs	Understand the Accreditation Guidelines for Higher Education/Study Programs	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\ Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
8	Mid-term exam (UTS)	-	<p><b>Criteria:</b>  1.Value Criteria:  2.Excellent: 90-100Very Good: 76-89Fair: 56-75Poor: 0-55</p>	- 3 X 50			0%

9	Students can understand the PAUD and PNF Accreditation Toolkit	Understand PAUD and PNF accreditation tools	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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10	Students can understand the SD/MI Accreditation Toolkit	Understand SD/MI accreditation tools	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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11	Students can understand the SMP/MTs Accreditation Tool	Understand the SMP/MTs accreditation tools	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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12	Students can understand the SMA/MA Accreditation Tool	Understanding SMA/MA Accreditation Tools	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
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13	Students can understand the Vocational School Accreditation Toolkit	Understand vocational school accreditation tools	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p>	Case study and corporate learning 3 X 50			0%
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14	Students can understand the Higher Education/Study Program Accreditation Tool (APT/APS)	Understand the accreditation tools for universities/study programs	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p>	Case study and cooperative learning 3 X 50			0%
15	Students understand all material from Meetings 1 -14	Review and understand meeting material 1-14		Contextual Teaching Learning 3 X 50			0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

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.