							Document Code

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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Educational Management	8620402024	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 9, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
	PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics
	Program Objectives (PO)	
	PO - 1	Apply educational management expertise and utilize science and technology in solving educational problems to improve the quality of education
	PO - 2	Master the basic theories of educational management in depth and be able to apply them according to needs in the field of education management
	PO - 3	Make the right decisions related to educational management science based on analysis of information and data, and be able to provide guidance in choosing various alternative solutions independently and in groups.
	PLO-PO Matrix	

P.O	PLO-3	PLO-5	PLO-11
PO-1	✔		
PO-2		✔	
PO-3			✔

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
PO-1	✔	✔	✔	✔	✔											
PO-2						✔	✔	✔		✔					✔	
PO-3									✔		✔	✔		✔		✔

Short Course Description	The Basics of Educational Management course is a Basic Educational Science Course and is mandatory for students majoring in FIP Unesa. This course examines various aspects of the basic concepts of educational management in general, specifically in schools both theoretically and practically, educational problems that can be solved by educational management, the function of educational management which includes planning, implementing, driving, supervising, as well as the substance of educational management which includes curriculum and learning management, student management, special services management, human resources management, facilities and infrastructure management, financial management, public relations management, as well as educational leadership and supervision as an effort to mobilize human resources as a determinant of improving the quality of education. Lectures are carried out face to face using lecture, presentation, discussion and quiz methods.

References	**Main :**

1. Roesminingsih, Erny. 2015. Dasar-dasar Manajemen Pendidikan . Surabaya: FIP Unesa
2. Karwanto, Trihantoyo, S., Setiawan, A.C. 2021. Manajemen Peserta Didik. Surabaya: Pustaka Aksara
3. Muhammad Sholeh et all. 2023. Pengelolaan Keuangan Di Sekolah. Jakarta: PT Cipta Gadhing Artha.
4. Yukl, G. 2013. Leadership in Organizations. Boston: Pearson
5. Mewomo, M.C., Ndlovu, P.M. & Iyiola, C.O. 2022, Factors affecting effective facilities management practices in South Africa: a case study of Kwazulu Natal Province, Facilities, Vol. 40 No. 15/16, pp. 107-124. https://doi.org/10.1108/F-09-2021-0087
6. Eghoka, P. & Ezebuilo, H.C. 2023. Comparative Analysis of Students' Personnel Management Practices of Principals in Public and Private Secondary Schools in Imo State. International Journal of Advanced Academic Research. Vol 9 No. 5, ppp 71-82.
7. Pinangkaan, A.A.G., Sumual, S., & Mogea, T. 2021. Dual curriculum management at Santo Francis Xaverius seminary Kakaskasen Tomohon, north Sulawesi, Indonesia. Journal of Applied Research. Vol 7 No. 3, pp. 370-376.
8. Eger, L., Egerová, D., Tomczyk, L., Krystoň, M., & Czeglédi, C. 2021. Facebook for Public Relations in the higher education field: a study from four countries Czechia, Slovakia, Poland and Hungary. Journal of Marketing for Higher Education, Vol 31 No 2, pp 240-260, DOI: 10.1080/08841241.2020.1781737
9. Bitrián, P., Buil, I., & Catalán, S. 2021. Making finance fun: the gamification of personal financial management apps. International Journal of Bank Marketing. Vol 39 No 7.
10. Gulden, M., Saltanat, K., Raigul, D., Dauren, T. & Assel, A.| Pantea Foroudi (Reviewing editor). 2020. Quality management of higher education: Innovation approach from perspectives of institutionalism. An exploratory literature review. Cogent Business & Management, Vol 7 No 1, DOI: 10.1080/23311975.2020.1749217

	Supporters:

Supporting lecturer	Supriyanto, S.Pd., M.Pd. Syunu Trihantoyo, S.Pd., M.Pd. Dr. Kaniati Amalia, M.Pd. Ainur Rifqi, S.Pd., M.Pd. Aditya Chandra Setiawan, S.Pd., M.Pd. Rezki Nurma Fitria, M.Pd.

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	1. Students know the emphasis and objectives of the Basics of Educational Management course 2. Students know the competencies that must be achieved in the Basics of Educational Management course 3. Students make a lecture contract which is agreed with the lecturer. 4. Students know references that are relevant to lectures.	1. Students can understand the study of lecture material which must be mastered well. 2. Students know the things that are agreed upon for the smooth running of lectures. 3. Students can identify relevant sources or references. 4. Students are able to abstract views about management and education 5. Students are able to analyze the relationship between administration, management and education 6. Students are able to identify actual issues of educational management and educational quality 7. Students understand the quality of education and 8 educational standards as a reference in implementing comprehensive education.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers **Form of Assessment** : Participatory Activities	Lecturing Discussion Problem-based Learning 2 X 50	2 x 50	**Material:** Material: 1. Views on management and education 2. The relationship between administration, management and education 3. Actual issues in education management and education quality (eg mitigation management in the world of education) 4. Quality of education and 8 education standards 5. Solutions to educational problems 6. Accentuate the concept of educational management in accordance with the characteristics of each department within the FIP Unesa **Library:** *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa*	5%
2	1. Students are able to understand the science of educational management and identify the functions and substance of educational management	1. Students understand educational management as a science and art comprehensively. 2. Students understand Education Management as a Profession comprehensively 3. Students are able to abstract the definition of educational management correctly. 4. Students are able to abstract the definition of educational management functions accurately. 5. Students understand the four functions of educational management consisting of planning, organizing, driving and monitoring comprehensively. 6. Students are able to relate the POAC concept systemically.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers. **Form of Assessment** : Participatory Activities	Lectures and Questions and Answers 2 X 50	Synchronous Brainstorming Discussion 2 x 50	**Material:** Education 4. Definition of educational management functions 5. The four functions of educational management consist of planning, organizing, mobilizing and supervising 6. The relationship between the POAC concept. **References:** *Karwanto, Trihantoyo, S., Setiawan, AC 2021. Student Management. Surabaya: Literacy Library*	5%
3	Students are able to understand the function of planning	1. Students are able to define the meaning of planning function correctly. 2. Students understand planning models in educational management comprehensively. 3. Students are able to distinguish between types of planning correctly 4. Students understand planning and budgeting techniques and their application in providing education in educational institutions, especially in educational units 5. Students can provide examples of planning applications in the field (RKS, Strategic Plan at the Education Service, Educational Program Planning)	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers, group discussions, and assignments **Form of Assessment** : Participatory Activities	Lectures, Questions and Answers, Group Discussions, and 2 X 50 Assignments	Lectures, Questions and Answers, Group Discussions, and 2 x 50 Assignments	**Material:** 1. Understanding the function of planning 2. Planning models in education management 3. Types of planning 4. Planning and budgeting techniques 5. Examples of planning applications in the field (RKS, Strategic Plan at the Education Service, Educational Program Planning) **References:** *Muhammad Sholeh et all. 2023. Financial Management in Schools. Jakarta: PT Cipta Gadhing Artha.*	5%

4	Students are able to understand the function of organizing	1. Students are able to abstract the understanding of the organizing function correctly 2. Students understand the principles of organizing conceptually and contextually. 3. Students understand the organizing process systematically and systemically 4. Students are familiar with the form/structure of educational organizations 5. Students are able to provide examples of organizational applications in the field (RKS, Strategic Plan at the Education Service, Organizing educational programs).	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Portfolio Assessment	Lectures, Questions and Answers, Group Discussions, and 2 X 50 Assignments	Lectures, Questions and Answers, Group Discussions, and 2 x 50 Assignments	**Material:** 1. Understanding the function of organizing 2. Principles of organizing 3. Process of organizing 4. Form/structure of educational organizations 5. Examples of organizational applications in the field (RKS, Strategic Plan at the Education Service, Organizing educational programs). **References:** *Yukl, G. 2013. Leadership in Organizations. Boston: Pearson*	5%
5	Students are able to understand the implementation/mobilization function	1. Students are able to abstract the meaning of implementation/movement functions appropriately. 2. Students understand the types, functions and purposes of movement comprehensively. 3. Students understand driving techniques comprehensively 4. Students understand motivation in mobilization, both conceptually and contextually 5. Students are able to provide examples of mobilization applications in the field (RKS, Strategic Plan at the Education Service, Implementation of educational programs).	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments **Form of Assessment** : Portfolio Assessment, Test	Lectures, Questions and Answers, Group Discussions, Assignments and Presentations 2 X 50	Lectures, Questions and Answers, Assignments and Presentations 2 x 50	**Material:** 1. Understanding the implementation function 2. Types, functions and objectives of mobilization 3. Mobilization techniques 4. The concept of motivation in mobilization. 5. Examples of mobilization applications in the field (RKS, Strategic Plan at the Education Service, Implementation of educational programs). **References:** *Mewomo, MC, Ndlovu, PM & Iyiola, CO 2022, Factors influencing effective facilities management practices in South Africa: a case study of Kwazulu Natal Province, Facilities, Vol. 40 No. 15/16, pp. 107-124. https://doi.org/...*	5%
6	Students are able to understand the function of supervision/evaluation	1. Students are able to abstract the understanding of the supervisory function correctly 2. Students understand the objectives of supervision in educational units comprehensively. 3. Students understand the nature and principles of supervision comprehensively 4. Students understand the main steps for monitoring and evaluating educational programs systematically and systemically. 5. Students are able to provide examples of supervision applications in the field (RKS, Strategic Plan at the Education Service, supervision of educational programs).	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Portfolio Assessment, Test	Lecture method, question and answer, discussion and assignment 2 X 50	Lecture, question and answer, discussion and assignment methods	**Material:** assessment of educational programs 5. Examples of monitoring applications in the field (RKS, Strategic Plan at the Education Service, Supervision of educational programs). **References:** *Yukl, G. 2013. Leadership in Organizations. Boston: Pearson*	5%
7	Students are able to study the substance of curriculum and learning management	1. Students are able to abstract the meaning of curriculum and learning appropriately. 2. Students understand the scope of curriculum and learning management: program structure; basic competencies and core competencies; educational calendar; preparing schedules and dividing teacher tasks; learning process; educational calendar; schedule and distribution of tasks for educators and education staff theoretically and practically 3. Students are able to clearly differentiate curriculum development models. 4. Students understand the steps for developing a syllabus in learning activities systematically and systemically.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions **Form of Assessment** : Portfolio Assessment	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share via online if needed 2 X 50	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share via online if needed 2 X 50	**Material:** Understanding curriculum and learning 2. Scope of curriculum and learning management: program structure; basic competencies and core competencies; educational calendar; preparing schedules and dividing teacher tasks; learning process; educational calendar; schedule and distribution of tasks for educators and education staff. 3. Curriculum development model 4. Syllabus development in learning activities **Library:** *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa*	5%

8	UTS	Students are able to answer questions that are conceptual and contextual (in the form of cases) correctly.	**Criteria:** Paper test (closed book) **Form of Assessment** : Test	Paper Test 2 x 50	Paper Test 2 x 50	**Material:** 1. The Nature of Educational Management 2. Functions of Educational Management 3. Planning 4. Implementation/Activation 5. Monitoring **Literature:** *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa* **Material:** UTS **Reader:** *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa* **Material:** UTS **Library:** *Karwanto, Trihantoyo, S., Setiawan, AC 2021. Student Management. Surabaya: Literacy Library* **Material:** UTS **Reader:** *Muhammad Sholeh et all. 2023. Financial Management in Schools. Jakarta: PT Cipta Gadhing Artha.* **Material:** UTS **Reference:** *Yukl, G. 2013. Leadership in Organizations. Boston: Pearson*	15%
9	Students are able to study the substance of student management and special service management	1. Students are able to abstract the definition of student management accurately 2. Students understand the scope of student management comprehensively. 3. Students understand the recording of students in the main book according to regulations and technical implementation instructions in the field. 4. Students get to know the textbook and its function in the educational unit. 5. Students understand cohort analysis and its functions and steps systematically and systemically. 6. Students are able to comprehensively abstract the definition of special service management. 7. Students know and understand the forms of special services in school comprehensively.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. 2 X 50 **Form of Assessment** : Portfolio Assessment	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	**Material:** mains 4. Klapper book 5. Cohort analysis 6. Definition of special service management 7. Forms of special services in schools **Reader:** *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa*	5%
10	Students are able to study the substance of human resource management (teaching and educational staff)	1. Students are able to comprehensively abstract the meaning of Human Resources Management (HRM)/Educators and education 2. Students understand the scope of HRM comprehensively 3. Students understand PTK needs planning (Management of Teaching and Educational Personnel) systematically and systemically 4. Students understand the recruitment/procurement process; systematic and systemic guidance and development of PTK. 5. Students understand PTK Motivation; Comprehensive PTK work transfer (mutation). 6. Students understand monitoring and evaluating performance in accordance with regulations in a systemic manner 7. Students understand PTK termination in terms of legal and similar aspects 8. Students understand PTK accountability (reporting) at school	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions. **Form of Assessment** : Portfolio Assessment	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed.	**Material:** Recruitment/procurement; coaching and development of PTK 5. Motivation of PTK; PTK job transfer (transfer) 6. Performance monitoring and assessment 7. Dismissal of PTK 8. Accountability (reporting) of PTK in schools **References:** *Eger, L., Egerová, D., Tomczyk, L., Krystoň, M., & Czeglédi, C. 2021. Facebook for Public Relations in the higher education field: a study from four countries Czechia, Slovakia, Poland and Hungary. Journal of Marketing for Higher Education, Vol 31 No 2, pp 240-260, DOI: 10.1080/08841241.2020.1781737*	5%

11	Students are able to study the substance of facilities and infrastructure management	1. Students are able to abstract the definition of infrastructure management in a comprehensive manner 2. Students understand the scope of infrastructure management holistically. 3. Students understand the infrastructure management process systematically and systemically 4. Students are able to create alternative solutions to educational problems in Indonesia, especially those related to effectively meeting facility and infrastructure standards	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions **Form of Assessment** : Portfolio Assessment	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Lecture and case study methods, direct teaching via online videos or gadgets, cooperative think pair share online if needed.	**Material:** Definition of infrastructure management 2. Scope of infrastructure management 3. Infrastructure management process 4. Solutions to education problems in Indonesia (Problem of meeting infrastructure standards) **References:** *Eger, L., Egerová, D., Tomczyk, L., Krystoň, M. , & Czeglédi, C. 2021. Facebook for Public Relations in the higher education field: a study from four countries Czechia, Slovakia, Poland and Hungary. Journal of Marketing for Higher Education, Vol 31 No 2, pp 240-260, DOI: 10.1080/08841241.2020.1781737*	5%
12	Students are able to study the substance of financial management	1. Students are able to abstract the definition of financial management comprehensively. 2. Students understand the principles of preparing a school budget comprehensively 3. Students understand the school funding cycle (sourcing, funding, monitoring and reporting) systematically 4. Students understand comprehensive financing planning. 5. Students understand the preparation of School Work Plans (RKS) systematically and systemically.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions. **Form of Assessment** : Portfolio Assessment	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	**Material:** Definition of financial management 2. School budget principles 3. School funding cycle (source exploration, funding, monitoring and reporting) 4. financing planning, 5. preparation of School Work Plans (RKS) **Reference:** *Muhammad Sholeh et all. 2023. Financial Management in Schools. Jakarta: PT Cipta Gadhing Artha.*	5%
13	Students are able to study the substance of management of school and community relations	1. Students are able to abstract the meaning of public relations management comprehensively. 2. Students are able to analyze the relationship between school and society in the context of meeting educational needs and school development. 3. Students understand the preparation of public relations programs systematically and systemically. 4. Students understand the division of duties of school public relations executives. 5. Students understand the implementation of public relations activities, as well as comprehensive monitoring, evaluation and reporting of public relations activities at school 6. Students clearly understand the principles of improving public relations management and their application in implementing public relations 7. Students understand public relations techniques in increasing community participation.	**Criteria:** Assessment is carried out during observations by identifying student participation and contributions in observation activities and preparing reports on observation results. **Form of Assessment** : Portfolio Assessment	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	**Material:** 1. Understanding public relations management 2. Analysis of school and community needs 3. Preparation of public relations programs, 4. Distribution of implementing tasks, 5. Implementation of public relations activities, as well as monitoring, evaluating and reporting of public relations activities in schools 6. Principles of improving public relations management 7. Public relations techniques in increasing community participation. **References:** *Bitrián, P., Buil, I., & Catalán, S. 2021. Making finance fun: the gamification of personal financial management apps. International Journal of Bank Marketing. Vol 39 No 7.*	5%

14	Students are able to describe educational leadership	1.Students are able to comprehensively abstract the definition of leadership and the importance of visionary and transformational leadership in education. 2.Students are able to describe changes in the field of education by rationally identifying the consequences and symptoms they cause. 3.Students are able to describe visionary leaders and concern for innovation contextually. 4.Students are able to describe visionary and transformational leaders in quality schools contextually.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions. **Form of Assessment** : Portfolio Assessment	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	**Material:** 1. Definition of leadership and the importance of visionary and transformational leadership in education 2. Changes in the field of education, 3. Visionary leaders and concern for innovation, and 4. Visionary and transformational leaders in quality schools **Reference:** *Hanson, EM 2003. Education Administration and Organizational Behavior 7th Edition. United States of America: Pearson Education, Inc.* **Material:** 1. Definition of leadership and the importance of visionary and transformational leadership in education 2. Changes in the field of education, 3. Visionary leaders and concern for innovation, and 4. Visionary and transformational leaders in quality schools **References:** *Pinangkaan, AAG, Sumual, S. , & Mogea, T. 2021. Dual curriculum management at Santo Francis Xaverius seminary Kakaskasen Tomohon, north Sulawesi, Indonesia. Journal of Applied Research. Vol 7 No. 3, pp. 370-376.*	5%
15	Students are able to describe educational and teaching supervision	1.Students are able to abstract the definition of educational and teaching supervision comprehensively. 2.Students understand the principles of educational supervision and teaching conceptually and contextually. 3.Students understand educational and teaching supervision techniques comprehensively. 4.Students understand the application of supervision with the concept of lesson study comprehensively.	**Criteria:** Assessment is carried out during the lecture process by identifying student participation in group discussions and assignments to make concept maps according to the material provided by the lecturer. **Form of Assessment** : Portfolio Assessment	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50	Group presentations and discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed.	**Material:** 1. Definition of educational and teaching supervision 2. Principles of educational and teaching supervision 3. Educational and teaching supervision techniques 4. Supervision applications with the concept of lesson study **References:** *Bitrián, P., Buil, I., & Catalán, S. 2021. Making finance fun: the gamification of personal financial management apps. International Journal of Bank Marketing. Vol 39 No 7.*	5%

| 16 | UAS | Students are able to answer questions that are conceptual and contextual (in the form of cases) correctly. | **Criteria:** Students answer all the questions given according to their mastery of the concepts and abilities honestly.

Form of Assessment : Test | 2 X 50 test | 2 X 50 test | **Material:** UAS
Literature: *Roesminingsih, Erny. 2015. Basics of Educational Management. Surabaya: FIP Unesa*

Material: UAS
Library: *Karwanto, Trihantoyo, S., Setiawan, AC 2021. Student Management. Surabaya: Literacy Library*

Material: UAS
Library: *Muhammad Sholeh et all. 2023. Financial Management in Schools. Jakarta: PT Cipta Gadhing Artha.*

Material: UAS
Reference: *Yukl, G. 2013. Leadership in Organizations. Boston: Pearson*

Material: UAS
References: *Mewomo, MC, Ndlovu, PM & Iyiola, CO 2022, Factors affecting effective facilities management practices in South Africa: a case study of Kwazulu Natal Province, Facilities, Vol. 40 No. 15/16, pp. 107-124. https://doi.org/...*

Material: UAS
Reference: *Eghoka, P. & Ezebuilo, HC 2023. Comparative Analysis of Students' Personnel Management Practices of Principals in Public and Private Secondary Schools in Imo State. International Journal of Advanced Academic Research. Vol 9 No. 5, ppp 71-82.*

Material: UAS
Library: *Pinangkaan, AAG, Sumual, S., & Mogea, T. 2021. Dual curriculum management at Santo Francis Xaverius seminary Kakaskasen Tomohon, north Sulawesi, Indonesia. Journal of Applied Research. Vol 7 No. 3, pp. 370-376.*

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References: *Bitrián, P., Buil, I., & Catalán, S. 2021. Making finance fun: the gamification of personal financial management apps. International Journal of Bank Marketing. Vol 39 No 7.*

Material: UAS
References: *Eger, L., Egerová, D., Tomczyk, L., Krystoň, M., & Czeglédi, C. 2021. Facebook for Public Relations in the higher education field: a study from four countries Czechia, Slovakia , Poland and Hungary. Journal of Marketing for Higher Education, Vol 31 No 2, pp 240-260, DOI: 10.1080/08841241.2020.1781737*

Material: UAS
References: *Bitrián, P., Buil, I., & Catalán, S. 2021. Making finance fun: the gamification of personal financial management apps. International Journal of Bank Marketing. Vol 39 No 7.*

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References: *Gulden, M., Saltanat, K., Raigul, D., Dauren, T. & Assel, A.| Pantea Foroudi (Reviewing editor). 2020. Quality management of higher education: Innovation approach from perspectives of institutionalism. An exploratory literature review. Cogent Business & Management, Vol 7 No 1, DOI: 10.1080/23311975.2020.1749217* | 15% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Portfolio Assessment	50%
3.	Test	35%
		100%

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.