



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

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Economics of Education	8620402028	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 6, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Project Based Learning</b>																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																		
	<b>PLO-5</b>   Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions																																																																		
	<b>PLO-12</b>   Able to internalize the entrepreneurial spirit creatively and innovatively																																																																		
	<b>Program Objectives (PO)</b>																																																																		
	<b>PO - 1</b>   Able to understand the economic concept of education and analysis of education cost calculations.																																																																		
	<b>PO - 2</b>   Able to design financing for primary, secondary and higher school education																																																																		
	<b>PLO-PO Matrix</b>																																																																		
	<table border="1"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-12</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> </table>	P.O	PLO-5	PLO-12	PO-1			PO-2	✓																																																										
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓		✓	✓	✓	✓										PO-2								✓	✓		✓	✓	✓	✓	✓	✓
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PO-1	✓	✓		✓	✓	✓	✓																																																												
PO-2								✓	✓		✓	✓	✓	✓	✓	✓																																																			

**Short Course Description** | Educational economics courses are intended to provide students with basic concepts of educational economics, education and economic growth, demand and supply analysis, introduction to macroeconomics, basic concepts, basic principles and sources of educational financing; financing system in educational units; details of school fees, education financing using the School Operational Assistance (BOS) model; school financial management, costs and quality of education, analysis of education costs, and educational productivity.

**References**

**Main :**

- Cohn, El Chanan. 1979. The Economic of Education. United States: Ballinger Publishing Company.
- Putong, Iskandar. 2013. Economics: Pengantar Mikro dan Makro. Jakarta: Mitra Wacana Media.
- Mulyono. 2010. Konsep Pembiayaan Pendidikan. Yogyakarta: Ar-Ruzz Media Group.
- Sihombing, Umberto & Indardjo. 2003. Pembiayaan Pendidikan . Silangkitang: tanpa Penerbit.
- Harsono. 2007. Pengelolaan Pembiayaan Pendidikan . Yogyakarta: Pustaka Book Publisher.
- Putong, Iskandar. 2013. Economics: Pengantar Mikro dan Makro. Jakarta: Mitra Wacana Media.

**Supporters:**

**Supporting lecturer** | Dr. Muhamad Sholeh, S.Pd., M.Pd.  
 Dr. Nuphanudin, S.IP., M.Pd.  
 Windasari, S.Pd., 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	Mastering the basic concepts of educational economics Mastering education and economic growth.	1.Students are able to master the basic concepts of educational economics 2.Students are able to master education and economic growth	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Participatory Activities	Lectures, Questions and Answers and Group Discussions 3 X 50			5%
2	Mastering the basic concepts of educational economics Mastering education and economic growth	1.Students are able to master the basic concepts of educational economics 2.Students are able to master education and economic growth	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Participatory Activities	Lectures, Questions and Answers and Group Discussions 3 X 50			5%
3	Mastering macroeconomic concepts. Mastering basic concepts, basic principles. Mastering sources of education financing	1.Students are able to master macroeconomic concepts 2.Students are able to master basic concepts, basic principles 3.Students are able to control sources of educational financing	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Participatory Activities	Questions and Answers, discussions, and 3 X 50 Group Assignments			5%
4	Mastering macroeconomic concepts. Mastering basic concepts, basic principles. Mastering sources of education financing	1.Students are able to master macroeconomic concepts 2.Students are able to master basic concepts, basic principles 3.Students are able to control sources of educational financing	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and Answers, discussions, and 3 X 50 Group Assignments			5%
5	Mastering macroeconomic concepts. Mastering basic concepts, basic principles. Mastering sources of education financing	1.Students are able to master macroeconomic concepts 2.Students are able to master basic concepts, basic principles 3.Students are able to control sources of educational financing	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Questions and Answers, discussions, and 3 X 50 Group Assignments			5%
6	Mastering demand and supply analysis	Students are able to master supply and demand analysis	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer, and the assessment is divided into the value of the ability to do the questions  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, discussions, questions and answers 3 X 50			5%

7	Mastering demand and supply analysis	Students are able to master supply and demand analysis	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer, and the assessment is divided into the value of the ability to do the questions</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, discussions, questions and answers 3 X 50			5%
8	Doing UTS questions	Students can answer all UTS questions correctly	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly.</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Explanation and assignment of individual assignments 3 X 50			15%
9	Mastering the financing system in educational units	Students are able to master the financing system in educational units	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Questions and Answers and Giving Group Assignments: 3 X 50			5%
10	Mastering the financing system in educational units	Students are able to master the financing system in educational units	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Questions and Answers and Giving Group Assignments: 3 X 50			5%
11	Mastering the details of school costs Mastering education financing using the School Operational Assistance (BOS) model	<ol style="list-style-type: none"> <li>1.Students are able to master the details of school fees</li> <li>2.Students are able to master the school operational assistance (BOS) model of education financing</li> </ol>	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Questions and Answers and Giving Group Assignments 3 X 50			5%
12	Mastering the details of school costs Mastering education financing using the School Operational Assistance (BOS) model	<ol style="list-style-type: none"> <li>1.Students are able to master the details of school fees</li> <li>2.Students are able to master the school operational assistance (BOS) model of education financing</li> </ol>	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Questions and Answers and Giving Group Assignments 3 X 50			5%
13	Mastering school financial management Mastering the costs and quality of education Mastering education cost analysis	<ol style="list-style-type: none"> <li>1.Students are able to master school financial management</li> <li>2.Students are able to control the cost and quality of education</li> <li>3.Students are able to master education cost analysis</li> </ol>	<p><b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers 3 X 50			5%

14	Mastering school financial management Mastering the costs and quality of education Mastering education cost analysis	1.Students are able to master school financial management 2.Students are able to control the cost and quality of education 3.Students are able to master education cost analysis	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers 3 X 50			5%
15	Mastering school financial management Mastering the costs and quality of education Mastering education cost analysis	1.Students are able to master school financial management 2.Students are able to control the cost and quality of education 3.Students are able to master education cost analysis	<b>Criteria:</b> The assessment is divided into the value of the ability to ask and answer  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers 3 X 50			5%
16	Understanding the Economic Substance of Education	aaaaa	<b>Criteria:</b> aaaaaa  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment				15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		100%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

