

1	Able to understand the basic concepts, scope and theoretical basis in Education Policy Analysis	Explain the basic concepts and scope in Education Policy Analysis. Describe the theoretical basis in Education Policy Analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness in participating in the learning process weights 70% 2. Accuracy in answering or refuting questions weighs 30% <p>Form of Assessment : Participatory Activities</p>	Lectures and discussions 3 X 50			5%
2	Able to understand the basic concepts, scope and theoretical basis in Education Policy Analysis	Explain the basic concepts and scope in Education Policy Analysis. Describe the theoretical basis in Education Policy Analysis	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness in participating in the learning process weights 70% 2. Accuracy in answering or refuting questions weighs 30% <p>Form of Assessment : Participatory Activities</p>	Lectures and discussions 3 X 50			5%
3	Able to understand the characteristics of educational policy problems and issues	Explain the meaning, characteristics of problems and educational policy issues. Explain the process of forming educational policy issues. Give examples of educational policy issues.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation in discussion activities weighs 70% 2. Accuracy in answering and refuting questions weighs 30% <p>Form of Assessment : Participatory Activities</p>	Lectures and group discussions 3 X 50			5%
4	Able to understand the stages of preparing an education policy agenda	Explain the meaning of the stages of preparing an educational policy agenda. Identify the stages of preparing an educational policy agenda. Explain the political aspects in the stages of preparing an educational policy agenda.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation in learning activities, discussions, questions and answers, has a weight of 75% 2. Accuracy in answering questions and refuting statements with a weight of 25% <p>Form of Assessment : Participatory Activities</p>	Non Test 3 X 50			5%
5	Able to understand the stages of preparing an education policy agenda	Explain the meaning of the stages of preparing an educational policy agenda. Identify the stages of preparing an educational policy agenda. Explain the political aspects in the stages of preparing an educational policy agenda.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation in learning activities, discussions, questions and answers, has a weight of 75% 2. Accuracy in answering questions and refuting statements with a weight of 25% <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Non Test 3 X 50		<p>Material: Material 3 Bibliography: <i>Dunn, William N. 2003. Introduction to public policy analysis (2nd) . Yogyakarta: Gadjah Mada University Press.</i></p> <hr/> <p>Material: Material 3 Library:</p>	5%

6	Able to understand various models, the actors involved, and the values that influence the formulation of education policies	Explaining models of educational policy formulation. Identifying the actors involved in formulating educational policies. Explaining the values that influence decision making.	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25% Form of Assessment : Project Results Assessment / Product Assessment	Lectures and discussions 3 X 50			5%
7	Able to understand various models, the actors involved, and the values that influence the formulation of education policies	Explaining models of educational policy formulation. Identifying the actors involved in formulating educational policies. Explaining the values that influence decision making.	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25% Form of Assessment : Project Results Assessment / Product Assessment	Lectures and discussions 3 X 50			5%
8	Students are able to understand the material from the 1st to 7th meetings	Explain the material for meetings 1 to 7	Criteria: Accuracy in answering weight questions 100% Form of Assessment : Portfolio Assessment	3 X 50 test			15%
9	Able to understand the concept of implementing educational policies	Explain the meaning and implementation model of education policy. Compare examples of implementation of education policy in Indonesia at various levels	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25%	Discussion and review of the 3 X 50 case		Material: material 5 References: <i>Fowler, Frances C.2009. Policy studies for educational leaders: An introduction (3rd) . Boston: Pearson Education, Inc.</i>	5%
10	Able to understand the concept of implementing educational policies	Explain the meaning and implementation model of education policy. Compare examples of implementation of education policy in Indonesia at various levels	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25% Form of Assessment : Project Results Assessment / Product Assessment	Discussion and review of the 3 X 50 case		Material: material 5 Bibliography: <i>HAR.Tilaar& Ace Suryadi.1993. Education policy analysis: An introduction. Bandung: Rosdakarya Youth.</i>	0%

11	Able to understand the concept of educational policy evaluation	Explain the meaning, characteristics and importance of educational policy evaluation. Explain educational policy evaluation techniques	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 25% 2.Accuracy in answering questions and refuting statements with a weight of 75%	Discussion and review of the 3 X 50 case			5%
12	Able to understand Policy Analysis Techniques	Explain various types of educational policy analysis techniques	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 25% 2.Accuracy in answering questions and refuting statements with a weight of 25% 3.Work weight 50% Form of Assessment : Project Results Assessment / Product Assessment	Case study and performance 3 X 50		Material: material 10 Reference: Dwiyanto Indiahono.2009. Public policy based on dynamic policy analysis. Yogyakarta: Gava Media.	0%
13	Able to carry out/Practice Education Policy Analysis	Skilled in creating structures/formats for education policy analysis. Skilled in carrying out educational policy analysis case studies	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 25% 2.Accuracy in answering questions and refuting statements with a weight of 25% 3.Appropriate use of the policy analysis format Form of Assessment : Project Results Assessment / Product Assessment	Demonstrate 3 X 50 performance		Material: material 10 Bibliography: Budi Winarno.2008. Public policy: Theory and process. Yogyakarta: Media Pressindo.	5%
14	Able to carry out/Practice Education Policy Analysis	Skilled in creating structures/formats for education policy analysis. Skilled in carrying out educational policy analysis case studies	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 25% 2.Accuracy in answering questions and refuting statements with a weight of 25% 3.Appropriate use of the policy analysis format Form of Assessment : Project Results Assessment / Product Assessment	Demonstrate 3 X 50 performance		Material: material 10 Bibliography: Erwan Agus Purwanto & DyahRatih Sulistyastuti.2012. Policy implementation: Concept and application in Indonesia. Yogyakarta: Gava Media.	0%

15	Able to present the results of educational policy analysis practice	Make presentations and present the results of field studies	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25% Form of Assessment : Project Results Assessment / Product Assessment	Presentation and discussion 3 X 50		Material: material 15 Bibliography: <i>Duke, Daniel L., & Canady, Robert Lynn.1991. School policy . New York: McGraw-Hill.</i>	0%
16	Able to present the results of educational policy analysis practice	Make presentations and present the results of field studies	Criteria: 1.Participation in learning activities, discussions, questions and answers, has a weight of 75% 2.Accuracy in answering questions and refuting statements with a weight of 25% Form of Assessment : Portfolio Assessment	Presentation and discussion 3 X 50			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	17.5%
3.	Portfolio Assessment	30%
		70%

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.

