



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																																	
Educational Planning I	8620402097		T=2 P=0 ECTS=3.18	4	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Syunu Trihantoyo, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		P.O																																				
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Planning theory includes basic concepts, mechanisms, types and several approaches in educational planning, educational planning methodology, identification of problems and setting goals for educational planning, preparation of activities and programs, analysis in educational planning in Indonesia, student flow, analysis and projections, techniques -planning techniques and models and their application in educational planning																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Anderson, Arnold. 1984. Educational Planning. Syracuse University 2. Banghart, Frank W and Trull, Alber. 1983. Educational Planning. London: Collier The Macmillan 3. Bryson, John M. 1991. Strategic Planning For Public and Non Profit Organizations: A Guide Line to Strengthening and Sustaining Organizational Achievement. San Fransisco : Jossey-Bass limited 4. Correa, Hector. 1969. Quantitative Methods of Educational Planning. Scranton: International Book Company. 5. Davis.1980. Planning Education For Development Volume I (Issues and Problems in The Planning Of Education In Developing Countries). Cambridge: Harvard University. 6. Davis. 1980. Planning Education For Development Volume II (Model And Methods For Systemic Palnning For Education). Cambridge: Harvard University. 7. Gaffar, M.Fakry. 1995. Perencanaan Pendidikan: Teori dan Metodology. Jakarta : Depdikbud. 8. Hoy, K.W dan Miskel, G.C. 2001. Educational Administration: Theory, Research and Practice. New York: Mc. Graw Hill Book Company. 9. Journal of the International Society fo Educational Planning (ISEP). 2007. Educational Planning. Vol.16 No.1. dalam [http://www.caee.org]. 10. Master Plan for Education 2003-2023. tersedia di www.bkvgroup.com/portfolio.cfm/Education/Master_Plan. 11. Peraturan Pemerintah No.32 Tahun 2013 Tentang Standar Nasioanal Pendidikan (SNP). 12. Sa'ud. Udin Syaefudin. 2005. Perencanaan Pendidikan. Bandung: Remaja Rosda Karya. 13. Soenarya, Endang. 2000. Pengantar Teori Perencanaan Pendidikan Berdasarkan Pendekatan Sistem. Jakarta: Adicita. 14. -----, 2003. School Development Planning: Guidelines For Second Level Schools. www.sdpi.ie. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Nunuk Hariyati, S.Pd., M.Pd. Supriyanto, S.Pd., M.Pd. Shelly Andari, 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	Students can explain the general description of objectives, processes, mechanisms and assessments in lectures. Students are able to draw conclusions about the basic concepts of planning in general and educational planning	Students are able to describe the meaning, goals and subject matter of educational planning in detail.	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combined Lecture & Discussion Learning Methods 2 X 50			0%
2	Students are able to formulate the urgency of planning in Educational Management. Students are able to outline planning cycles and principles	1.Students are able to describe the history, characteristics and importance of planning 2.Students are able to describe planning cycles and principles	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combined Lecture & Discussion Learning Methods 2 X 50			0%
3	Students are able to identify laws and government regulations that are relevant to educational planning	Students are able to understand planning and implementation regulations and policies in the national education system	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Group discussion, class discussion, question and answer, and 2 X 50 reinforcement			0%
4	Students understand educational planning in the national education system	Students are able to describe educational planning and mechanisms in the national education system	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Group discussion, class discussion, question and answer, reinforcement 2 X 50			0%

5	Students are able to explain nomenclature, structure/levels, types and forms of educational planning	Students are able to describe the nomenclature, structure and levels of types of educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50			0%
6	Students are able to explain nomenclature, structure/levels, types and forms of educational planning	Students are able to describe the nomenclature, structure and levels of types of educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50			0%
7	Students are able to describe the approaches, methods and techniques used in educational planning	Students are able to apply approaches, methods and techniques in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50			0%
8	Students are able to describe the approaches, methods and techniques used in educational planning	Students are able to apply approaches, methods and techniques in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50			0%

9			<p>Criteria: Full marks are obtained if you do all the questions correctly. Full marks if students are able to answer questions with descriptive, clear and systematic explanations and in accordance with the theory and policies used</p>	2 X 50			0%
10	Students are able to describe the systematic and systemic educational planning process	Students are able to apply the educational planning process	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) Referred references (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p>	Group discussion, class discussion, question and answer 2 X 50			0%
11	Students are able to connect educational planning with demographic, socio-economic, human resources and financial resources aspects, both at the macro, mezzo and micro levels.	students are able to apply demographic, socio-economic, human resource and financial resource aspects at the macro, mezzo and micro levels in educational planning	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p>	Group discussion, class discussion, question and answer 2 X 50			0%
12	Students are able to relate the planning system to budgeting in education	Students are able to connect planning and budgeting systems in education	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p>	Group discussion, class discussion, question and answer 2 X 50			0%

13	Students are able to describe strategic management models, strategic planning and strategic programs	Students are able to describe strategic management models, strategic planning and strategic programs	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Group discussion, class discussion, question and answer 2 X 50			0%
14	Students are able to describe strategic management models, strategic planning and strategic programs	students are able to demonstrate strategic management models, strategic planning and strategic programs	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Group discussion, class discussion, question and answer 2 X 50			0%
15	Students are able to identify and analyze problems and challenges in educational development constructively.	Students are able to describe problems and challenges in educational development from a planning perspective	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Group discussion, class discussion, question and answer 2 X 50			0%
16	Students are able to outline and conclude educational planning conceptually and are able to relate it to factual conditions empirically	Students are able to adapt concepts and empirical data related to educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) Paper content. c) References referred to (number and year of references) Performance and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50			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.