



**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 II	8620402098		T=2 P=0 ECTS=3.18	2	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																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
References	<p>Main :</p> <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 Planning 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.caeer.org] 10. LP2KS. 2017. Penyusunan Rencana Kerja Sekolah/Madrasah. Kemdikbud 11. Master Plan for Education 2003-2023, tersedia di www.bkvgroup.com/portfolio.cfm/Education/Master_Plan 12. Peraturan Pemerintah No 32 Tahun 2013. Tentang Standar Nasioanal Pendidikan (SNP). 13. Peraturan Pemerintah No 66 Tahun 2010. Tentang Perubahan PP No 17 Tahun 2010 tentang Pengelolaan dan penyelenggaraan Pendidikan. 14. Peraturan Pemerintah No 48 Tahun 2013. Tentang Pendanaan Pendidikan. 15. Sa'ud. Udin Syaefudin. 2005. Perencanaan Pendidikan. Bandung: Remaja Rosda Karya 16. Soenarya, Endang. 2000. Pengantar Teori Perencanaan Pendidikan Berdasarkan Pendekatan Sistem. Jakarta: Adicita. 17. -----, 2003. School Development Planning: Guidelines For Second Level Schools. www.sdpi.ie. 																																														
	Supporters:																																														

Supporting lecturer		Supriyanto, 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 the objectives, processes, mechanisms and assessments in lectures. Students are able to explain the concepts and theories of comprehensive educational planning.	Students are able to describe the meaning, goals and subject matter of educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%
2	Students are able to provide examples of applications of educational planning concepts	Students are able to describe the characteristics of planning, cycles of principles, types of techniques and planning models	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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 discussions, class discussions, questions and answers, reinforcement 2 X 50			0%

3	Students are able to define educational problems	Students are able to identify the scope of problems in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%
4	Students are able to analyze the field of study of educational problems	Students are able to describe areas of study and systems in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%

5	Students are able to understand and apply the Analytical Hierarchy Process (AHP) in educational planning	students are able to describe the Analytical Hierarchy Process (AHP) in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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 understand and apply the Analytical Hierarchy Process (AHP) in educational planning	students are able to describe the Analytical Hierarchy Process (AHP) in educational planning	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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 understand and describe cohort analysis	Students are able to describe the meaning, objectives and benefits of cohort analysis	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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 understand and describe cohort analysis	Students are able to describe the meaning, objectives and benefits of cohort analysis	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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			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	2 X 50			0%

10	Students are able to describe the mechanism and flow of preparing a School/Madrasah Work Plan (RKS/M)	Students are able to explain the mechanism and flow of preparing the RKS/M	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%
11	Students are able to describe the mechanism and flow of preparing a School/Madrasah Work Plan (RKS/M)	Students are able to explain the mechanism and flow of preparing the RKS/M	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%

12	Students are able to conceptualize and design plans at the Early Childhood Education (PAUD) level	students are able to outline planning at the Early Childhood Education (PAUD) level	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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, Q&A and reinforcement 2 X 50			0%
13	Students are able to conceptualize and design plans at the elementary school (SD) level	Students are able to describe planning at the elementary school (SD) level	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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, Q&A and reinforcement 2 X 50			0%

14	Students are able to conceptualize and design plans at the Junior High School (SMP) level	Students are able to describe planning at the Junior High School (SMP) level	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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, Q&A and reinforcement 2 X 50			0%
15	Students are able to conceptualize and design plans at the Senior High School (SMA) and Vocational High School (SMK) levels	Students are able to describe planning at the Senior High School (SMA) and Vocational High School (SMK) levels	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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, Q&A and reinforcement 2 X 50			0%

16	Students are able to describe and reflect on comprehensive educational planning applications	Students are able to summarize concepts and empirical data related to educational planning clearly and in detail	Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design 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%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.