SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATION POLICY	8620403150	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	4	January 31, 2024

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-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
PLO-7	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis
PLO-10	Able to communicate both written and orally in accordance with academic values, norms and ethics
PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

Program Objectives (PO)

PO - 1	Able to understand the basic concepts of education policy
PO - 2	Able to master and identify factors and actors in education policy
PO - 3	Able to analyze policy processes and models; from agenda setting, formulation, implementation and evaluation of education policies
PO - 4	Able to develop education policy analysis skills
PO - 5	Able to apply knowledge in education policy case studies
PO - 6	Able to work in a team to complete educational policy tasks and projects

PLO-PO Matrix

P.O	PLO-5	PLO-7	PLO-10	PLO-11
PO-1	✔		✔	
PO-2	✔		✔	
PO-3	✔	✔	✔	
PO-4		✔	✔	✔
PO-5	✔	✔	✔	✔
PO-6			✔	✔

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				✔	✔	✔	✔									
PO-4									✔	✔	✔	✔				✔
PO-5								✔					✔		✔	
PO-6														✔		

Short Course Description	The Education Policy course is designed to provide an in-depth and comprehensive understanding of the basic concepts, processes, principles and dynamics involved in determining issues and agenda setting, formulating, implementing and evaluating education policy. Through this course, students will study various aspects of education policy, starting from theoretical concepts, critical analysis, to practical applications in the field.

References	**Main :**	

1. Arwildayanto, Arifin Suking, dan Warni Tune Sumar. 2018. Analisi Kebijakan Pendidikan; Kajian Teoritis, Eksploratif, dan Aplikatif. Bandung: Penerbit Cendekia Press
2. Dunn, William N. 2003. Pengantar analisis kebijakan publik (2rd) . Yogyakarta: Gadjah Mada University Press.
3. Fowler, Frances C. 2009. Policy studies for educational leaders: An introduction (3rd) . Boston: Pearson Education, Inc.
4. Riant Nugroho. 2009. Public policy . Jakarta: Elex Media Komputindo.
5. Solichin Abdul Wahab. 2010. Analisis kebijaksanaan: Dari formulasi ke implementasi kebijaksanaan Negara . Jakarta: Bumi Aksara.

Supporters:

1. Hazin, M., Yani, M. T., Rosyanafi, R. J., Rahmawati, N. W. D., Ladiqi, S., & Nurcholiq, M. (2024). Policy Model of Thematic Village Development Based Pentahelix in Realizing Sustainable Development Goals. International Journal of Religion, 5(9), 153-163.
2. Hazin, M., Yani, M. T., & Rahmawati, N. W. D. (2023). Recognition of Prior Learning Village to Achieve Sustainable Development Goals; Policy Analysis in Indonesia. Journal of Law and Sustainable Development, 11(10), e1807-e1807.
3. Hazin, M., & Rahmawati, N. W. D. (2023). Implementation of policy "praktisi mengajar" in higher education. Journal Of Education And Teaching Learning (JETL), 5(1), 1-13.
4. Peraturan Pemerintah (PP) Nomor 4 Tahun 2022 tentang Perubahan atas Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan
5. Permendikbudristek Nomor 12 Tahun 2024 tentang KURIKULUM PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH
6. Undang-undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen
7. Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
8. Ariyanti, Y. P., & Hazin, M. (2024). Evaluasi Kebijakan kurikulum Merdeka. Almufi Jurnal Sosial dan Humaniora, 1(1), 23-29.

Supporting lecturer	Dr. (H.C.) H. Abdul Halim Iskandar, M.Pd. Dr. Nuphanudin, S.IP., M.Pd. Supriyanto, S.Pd., M.Pd. Dr. Mufarrihul Hazin, S.Pd.I., 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 are able to explain basic concepts and theories of educational policy 2. Students are able to explain the scope of education policy	Ability to explain basic concepts, theories and scope in Education Policy	**Criteria:** 1. Activeness in participating in the learning process 2. Accuracy in answering or refuting questions **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50	Lectures 3X50	**Material:** Basic Concepts, Scope, and Theory of Education Policy **Literature:** *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers*	5%
2	1. Students can describe the education policy process 2. Students can identify various educational policy models	Ability to describe various educational policy models and processes	**Criteria:** 1. Activeness in participating in the learning process 2. Accuracy in answering or refuting questions **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50	Lectures and discussions 3X50	**Material:** Policy Models and Processes **References:** *Dunn, William N. 2003. Introduction to public policy analysis (2rd). Yogyakarta: Gadjah Mada University Press.*	5%

3	1.Students are able to identify the actors and institutions involved in making educational policies 2.Students can analyze political, economic, social and cultural factors that influence education policy	ability to identify and analyze actors and factors in education policy	**Criteria:** Participation in presentation and discussion activities **Form of Assessment** : Participatory Activities	Presentation and group discussion 3 X 50	Presentation	**Material:** Actors and Factors in Education Policy **Reference:** *Fowler, Frances C. 2009. Policy studies for educational leaders: An introduction (3rd) . Boston: Pearson Education, Inc.*	5%
4	1.Students are able to understand the Education Policy Agenda Setting 2.Students are able to analyze the processes/stages and models of policy setting agendas	1.Ability to understand agenda setting in policy 2.Ability to analyze processes / stages of multiple settings in groups	**Criteria:** 1.Participation in discussion activities 2.Performance of work resulting from agenda setting discussions **Form of Assessment** : Participatory Activities	Presentations and Groups 3 X 50	Presentation and Breakout room 3x50	**Material:** Educational Policy Agenda Setting Process **References:** *Dunn, William N. 2003. Introduction to public policy analysis (2rd). Yogyakarta: Gadjah Mada University Press.* **Material:** Analysis of Policy Agenda Setting in **Reference articles:** *Hazin, M., Yani, MT, & Rahmawati, NWD (2023). Recognition of Prior Learning Village to Achieve Sustainable Development Goals; Policy Analysis in Indonesia. Journal of Law and Sustainable Development, 11(10), e1807-e1807.*	5%
5	1.Students are able to understand formulations in education policy 2.Students are able to analyze factors and stages in the formulation of educational policies	1.ability to understand policy formulation 2.ability to analyze stages and factors in educational policy formulation	**Criteria:** 1.Participation in learning activities and discussions 2.Accuracy in policy formulation analysis **Form of Assessment** : Portfolio Assessment	Presentation and group discussion 3 X 50	presentation	**Material:** Education Policy Formulation **Reader:** *Solichin Abdul Wahab. 2010. Policy analysis: From formulation to implementation of State policy. Jakarta: Bumi Literacy.*	5%

6	1.Students are able to understand the implementation of educational policies 2.Students are able to analyze educational policy implementation models	1.ability to understand policy implementation 2.ability to analyze educational policy implementation models	**Criteria:** 1.Participation in learning activities and discussions 2.Accuracy in implementation analysis discussions **Form of Assessment** : Portfolio Assessment	Presentation and group discussion 3 X 50	presentation	**Material:** Implementation of Education Policy **Reader:** *Solichin Abdul Wahab. 2010. Policy analysis: From formulation to implementation of State policy. Jakarta: Bumi Literacy.* **Material:** practice of Policy Implementation Analysis **References:** *Hazin, M., & Rahmawati, NWD (2023). Implementation of policy "teaching practitioners" in higher education. Journal Of Education And Teaching Learning (JETL), 5(1), 1-13.*	5%
7	1.Students are able to understand evaluation in education policy 2.Students are able to analyze the stages and models of educational policy evaluation	1.ability to understand the concept of policy evaluation 2.ability to analyze education policy evaluation models	**Criteria:** 1.Participation in learning activities and discussions 2.Accuracy in discussions of educational policy evaluation analysis **Form of Assessment** : Portfolio Assessment	Presentation and group discussion 3 X 50	presentation	**Material:** Evaluation of Education Policy **Library:** *Riant Nugroho. 2009. Public policy. Jakarta: Elex Media Komputindo.* **Material:** Policy Evaluation Practices **References:** *Ariyanti, YP, & Hazin, M. (2024). Evaluation of Merdeka Curriculum Policy. Almufi Journal of Social and Humanities, 1(1), 23-29.*	5%
8	Students are able to apply all courses from the 1st to 7th meetings (UTS)	Ability to create a portfolio of all stages of education policy (agenda setting, formulation, implementation and evaluation)	**Criteria:** Portfolio of all stages of education policy **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 Portfolio	-	**Material:** UTS **Readers:** *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers* **Material:** UTS **Bibliography:** *Dunn, William N. 2003. Introduction to public policy analysis (2rd). Yogyakarta: Gadjah Mada University Press.*	15%

| 9 | 1. Students are able to explain the basic concepts and principles of the Independent Learning policy as well as the goals and objectives to be achieved
2. Students are able to identify challenges and opportunities in implementing the Independent Learning policy in various educational contexts
3. Students can develop innovative policy recommendations to increase the effectiveness of implementing Merdeka Belajar | Ability to develop independent learning policy analysis | **Criteria:**
1. Active participation in presentations and discussions
2. accuracy of conducting independent learning policy analysis

Form of Assessment : Portfolio Assessment | Presentation and discussion
3 X 50 | Presentation and discussion | **Material:** Independent Learning Policy Analysis
Reader: *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers*

Material: Independent curriculum analysis
Reference: *Minister of Education and Culture Regulation Number 12 of 2024 concerning CURRICULUM IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS, AND SECONDARY EDUCATION LEVELS* | 5% |
| 10 | 1. Students are able to explain the concepts and objectives of digitalization of education as well as the technology that supports educational transformation
2. Students are able to identify technical, economic and social challenges in implementing education digitalization policies
3. Students can analyze the impact of digitalization of education on the accessibility, quality and inclusiveness of education | Ability to develop Education Digitalization Policy analysis | **Criteria:**
1. Active participation in presentations and discussions
2. accuracy of conducting education digitalization policy analysis

Form of Assessment : Portfolio Assessment | Presentation and discussion
3 X 50 | Presentation and discussion | **Material:** Analysis of Education Digitalization Policy
Library: *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers* | 5% |

11	1. Students are able to explain the concepts and components of national education standards as well as indicators of success 2. Students are able to identify factors that influence the implementation of national education standards in schools 3. Students can provide policy recommendations for improvements and adjustments to national education standards in order to achieve optimal results	Ability to develop National Education Standards Policy analysis	**Criteria:** 1. Active participation in presentations and discussions 2. accuracy of conducting National Education Standards policy analysis **Form of Assessment** : Portfolio Assessment	Presentation and discussion 3 X 50	Presentation and discussion	**Material:** Policy analysis of National Education Standards **Library:** *Government Regulation (PP) Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards*	5%
12	1. Students are able to explain policies related to educators and education personnel, including recruitment, training and professional development 2. Students are able to identify challenges in implementing policies related to educators and education personnel, such as welfare, career development and retention of teaching staff 3. Students can develop policy recommendations to improve the quality and welfare of educators and education personnel	Ability to develop Policy analysis for Educators and Education Personnel	**Criteria:** 1. Active participation in presentations and discussions 2. accuracy of conducting policy analysis for Educators and Education Personnel **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation and discussion 3 X 50	Presentation and discussion	**Material:** Policy Analysis for Teachers and Lecturers **Library:** *Law Number 14 of 2005 concerning Teachers and Lecturers* **Material:** PTK Library Policy Analysis **:** *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers*	5%
13	1. Students are able to apply theoretical knowledge in case study analysis of education policy in local government 2. Students are able to develop instruments to conduct policy analysis in the region	Team work ability in compiling field study instruments	**Criteria:** Participation in field studies **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 field study		**Material:** Preparation of Policy Analysis Instruments in the Field **Reader:** *Arwildayanto, Arifin Suking, and Warni Tune Sumar. 2018. Education Policy Analysis; Theoretical, Exploratory and Applicative Studies. Bandung: Scholar Press Publishers*	5%

14	1.Students are able to work collaboratively in teams to complete policy analysis assignments in Regional Government 2.Students are able to compose scientific articles related to policy analysis in Regional Government	1.Teamwork ability 2.Ability to compose scientific policy articles	**Criteria:** 1.Participation in field study activities in local government 2.Accuracy in compiling scientific policy articles **Form of Assessment** : Project Results Assessment / Product Assessment	Field Study 3 X 50		**Material:** Policy Field Study in Regional Government **Reference:** *Law Number 20 of 2003 concerning the National Education System*	5%
15	Students are able to understand educational policies practically with policy-making actors (DPR RI and Kemdikbudristek RI)	Students are able to understand and explain various educational policies in various countries	**Criteria:** Participation in visits **Form of Assessment** : Project Results Assessment / Product Assessment	Field Visits 3 X 50		**Material:** Practical Analysis with Policy Actors **Literature:** *Law Number 14 of 2005 concerning Teachers and Lecturers* **Material:** Practices with Policy Actors **Literature:** *Law Number 20 of 2003 concerning the National Education System*	5%
16	UAS	Ability to carry out policy analysis written in scientific articles	**Criteria:** 1.Accuracy in policy analysis 2.Presentation of data in articles **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation of Results		**Material:** UAS **Reader:** *Riant Nugroho. 2009. Public policy. Jakarta: Elex Media Komputindo.*	15%

Evaluation Percentage Recap: Case Study

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