

		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																																									
English II		8620402020		T=2	P=0	ECTS=3.18	3	July 18, 2024																																									
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																										
				Syunu Trihantoyo, S.Pd., M.Pd.																																										
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	The Business English course is given to Bachelor of Management students. Through this course, students will develop the ability to communicate effectively in English, both orally and in writing, according to business topics, including Education Management, Personnel, Payroll, Education Management Planning, and Evaluation. The learning method applied is contextual learning.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Mackenzie. Ian. 2009. English for Business Studies. Edinburgh: Cambridge University Press 2. Geffner, Andrea B. 2010. Business English 5th edition. New York: Barron&rsquos 3. Gillett, Amy. 2011. Speak Better Business English and Make More Money! 1st edition. Ann Arbor: Language Success Press. 4. Guffey, Mary E. & Carolyn M. Seefer. 2014. Business English 11th edition. Cengage Learning. 																																																
	Supporters:																																																
Supporting lecturer	Ulhaq Zuhdi, S.Pd., M.Pd. Wandasari, 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	At the end of the lesson, students are able to understand, master and be skilled at implementing management in primary and secondary education, especially in their respective assignments. Able to manage managerial processes professionally by implementing management functions effectively.	Students are able to study, deepen and analyze effectively both theoretically and empirically in the application of primary and secondary education management. As a candidate for a Masters in Educational Management, you are required to be able to understand and apply it in carrying out your duties as an educational manager which includes aspects: Basic concepts of management; Management functions in education; Education management information system; Standardization of education and the future of teachers/lecturers; Education management development paradigm; School/madrasah management and leadership; Marketing and efforts to influence stakeholder expectations; Preparation of school/madrasah work plans (KRS/M); School management, concepts and challenges; Development of school plans; Implementation of management in schools/madrasahs		6 X 50			0%
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2	<p>At the end of the lesson, students are able to understand, master and be skilled at implementing management in primary and secondary education, especially in their respective assignments. Able to manage managerial processes professionally by implementing management functions effectively.</p>	<p>Students are able to study, deepen and analyze effectively both theoretically and empirically in the application of primary and secondary education management. As a candidate for a Masters in Educational Management, you are required to be able to understand and apply it in carrying out your duties as an educational manager which includes aspects: Basic concepts of management; Management functions in education; Education management information system; Standardization of education and the future of teachers/lecturers; Education management development paradigm; School/madrasah management and leadership; Marketing and efforts to influence stakeholder expectations; Preparation of school/madrasah work plans (KRS/M); School management, concepts and challenges; Development of school plans; Implementation of management in schools/madrasahs</p>		6 X 50			0%
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4	<p>Students are able to describe English readings orally and in writing about the Scope, Theory and Approach of Contemporary PAI Evaluation 2) Students master theory and understand the basic concepts of educational program evaluation and learning evaluation 3) Students are able to compare and analyze differences in theories and models. Educational Program Evaluation Model 4) Students are able to design Educational Program Evaluation Plans 5) Students develop the Utilization of Educational Program Evaluation Results and Meta-evaluation 6) Students are able to describe the Basics of Learning Evaluation 7) Students are able to conceptualize the taxonomic relationship of educational objectives with the evaluation of learning outcomes. 8) Students are able to develop PAI Cognitive Test Based Evaluation models (Objective and Subjective Tests) 9) Students are able to design non-Test Based Learning Evaluation Models</p>	<p>Students are able to describe the Scope, Theory and Approach to Evaluation of Contemporary PAI 2) Students master the theory and understand the Basic Concepts of Educational Program Evaluation and Learning Evaluation 3) Students are able to compare and analyze differences in Theories and Models of Educational Program Evaluation 4) Students are able to design Educational Program Evaluation Planning 5) Students develop the use of Educational Program Evaluation Results and Meta-evaluation 6) Students are able to describe the Basics of Learning Evaluation 7) Students are able to conceptualize the taxonomic relationship of educational objectives with the evaluation of learning outcomes. 8) Students are able to develop PAI Cognitive Test Based Evaluation models (Objective and Subjective Tests) 9) Students are able to design non-Test Based Learning Evaluation Models</p>		6 X 50			0%
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8							0%
9							0%
10							0%
11							0%
12							0%
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16							0%

Evaluation Percentage Recap: Case Study

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.