

## Universitas Negeri Surabaya Faculty of Educational Sciences Bachelor of Education Management Study Program

Document Code

				SEMES	TER LE	ARN	IIN	G P	LAN	1			
Courses				CODE		Course Family		Cred	it Weig	ht	SEMESTER	Compilation Date	
English II				8620402020				T=2	P=0 E	CTS=3.18	3	July 18, 2024	
AUTHOR	IZAT	ION		SP Develope	r			ırse C ordina	luster tor		Study Prog Coordinato	ram r	
								Syunu Trihantoyo, S.Pd., M.Pd.					
Learning model		Case Studies	•				•						
Program		PLO study pro	gram t	hat is charged to the course									
Learning Outcome		Program Object	ctives (	s (PO)									
(PLO)		PLO-PO Matrix	(										
	P.O												
		PO Matrix at th	ne end	of each learr	ning stage (S	ub-PO)							
			P.	P.O				We	ek				
				1 2	3 4 5	6 7	8	9	10	11 12	13 14	15 16	
Short Course Descript						according t	o business to	opics, including					
Reference	ces	Main :											
		<ol> <li>Geffner,</li> <li>Gillett, A</li> <li>Success</li> </ol>	Andrea my. 20 Press.	•	ness English 5 ter Business I	ith editio English a	n. Nev and M	w York lake M	: Barror Iore Mo	n&rsquos oney! 1st ed	dition. Ann Ar	oor: Language	
		Supporters:											
Support lecturer	ing	Ulhaq Zuhdi, S.F Windasari, S.Pd.											
Week-	eac	al abilities of		Evaluation Indicator Criteria & Fo			Stu	earnin dent <i>l</i> Estin	Learnin g meth Assignr nated ti nline ( a	ods, nents,	Learning materials [ References	Assessment Weight (%)	
						J.	)	10					
(1)		(2)		(3)	(4)		(5)		(6)		(7)	(8)	

1					
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 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 schools/madrasas	6 X 50		0%

lessor are ab under: maste skilled impler mana, primal secon educa espec respee assigr to mal mana, proces profes impler	on, students able to serstand, errstand, errstand, errstand, ere and be d at ermenting agement in pary and stion, cially in their ective Inments. Able anage agerial esses essionally by ementing agement ons atively.	Students are able o study, deepen and analyze effectively both theoretically and empirically in the application of orimary and secondary education management. As a candidate for a Masters in Educational Management, you are required to be able to inderstand and apply it in carrying out your duties as an educational manager which includes aspects: Basic concepts of	6 X 50		0%
	fue E E m mir sis S e fu te E E m d p S m le S e si e P sis w ( I m c c) D si	nanagement; Management unctions in education; Education nanagement nformation system; Standardization of education and the uture of eachers/lecturers; Education nanagement levelopment baradigm; School/madrasah nanagement and eadership; Marketing and efforts to influence expectations; Preparation of school/madrasah vork plans KRS/M); School nanagement, concepts and challenges; Development of school plans;			
	D si Ir m	Development of			

3	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	6 × 50		0%
		Marketing and efforts to influence stakeholder expectations; Preparation of school/madrasah			
		management, concepts and challenges; Development of school plans; Implementation of management in schools/madrasas			

			ı		
4	Students are able	Students are able			0%
	to describe	to describe the	6 X 50		
	English readings	Scope, Theory			
	orally and in	and Approach to			
	writing about the	Evaluation of			
	Scope, Theory and	Contemporary PAI			
	Approach of	2) Students			
	Contemporary PAI	master the theory			
	Evaluation 2)	and understand			
	Students master	the Basic			
	theory and	Concepts of			
	understand the	Educational			
	basic concepts of	Program			
	educational	Evaluation and			
	program	Learning			
	evaluation and	Evaluation 3)			
	learning evaluation	Students are able			
	3) Students are	to compare and	1		
	able to compare	analyze	1		
	and analyze	differences in	1		
	differences in theories and	Theories and Models of			
			1		
	models.	Educational			
	Educational	Program Evaluation 4)			
	Program	Evaluation 4)			
	Evaluation Model	Students are able			
	Students are able to design	to design Educational			
	Educational				
		Program Evaluation			
	Program Evaluation Plans	Planning 5)			
	5) Students	Students develop			
	develop the	the use of			
	Utilization of	Educational			
	Educational	Program			
	Program	Evaluation			
	Evaluation Results	Results and Meta-			
	and Meta-	evaluation 6)			
	evaluation 6)	Students are able			
	Students are able	to describe the			
	to describe the	Basics of Learning			
	Basics of Learning	Evaluation 7)			
	Evaluation 7)	Students are able	1		
	Students are able	to conceptualize	1		
	to conceptualize	the taxonomic	1		
	the taxonomic	relationship of	1		
	relationship of	educational	1		
	educational	objectives with the	1		
	objectives with the	evaluation of	1		
	evaluation of	learning	1		
	learning	outcomes. 8)	1		
	outcomes. 8)	Students are able	1		
	Students are able	to develop PAI	1		
	to develop PAI	Cognitive Test	1		
	Cognitive Test	Based Evaluation	1		
	Based Evaluation	models (Objective			
	models (Objective	and Subjective	1		
	and Subjective	Tests) 9) Students	1		
	Tests) 9) Students	are able to design	1		
	are able to design	non-Test Based	1		
	non-Test Based	Learning			
	Learning	Evaluation Models			
	Evaluation Models		1		
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5	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 Metaevaluation Results and Metaevaluation 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 describe and beta develop RM	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 Metaevaluation Results and Metaevaluation Results and Metaevaluation flanning Evaluation 7) 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	6 X 50		0%
	to conceptualize the taxonomic relationship of educational objectives with the evaluation of learning outcomes. 8)	the taxonomic relationship of educational objectives with the evaluation of learning outcomes. 8) Students are able			
	Based Evaluation models (Objective and Subjective Tests) 9) Students are able to design non-Test Based Learning Evaluation Models	models (Objective and Subjective Tests) 9) Students are able to design non-Test Based Learning Evaluation Models			

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6	Students are able	Students are able			0%
	to describe English readings	to describe the	6 X 50		
	orally and in	Scope, Theory and Approach to			
	writing about the	Evaluation of			
	Scope, Theory and	Contemporary PAI			
	Approach of	2) Students			
	Contemporary PAI	master the theory			
	Evaluation 2) Students master	and understand the Basic			
	theory and	Concepts of			
	understand the	Educational			
	basic concepts of	Program			
	educational <sup>'</sup>	Evaluation and			
	program	Learning			
	evaluation and	Evaluation 3)			
	learning evaluation 3) Students are	Students are able to compare and			
	able to compare	analyze			
	and analyze	differences in			
	differences in	Theories and			
	theories and	Models of			
	models.	Educational			
	Educational Program	Program Evaluation 4)			
	Evaluation Model	Students are able			
	4) Students are	to design			
	able to design	Educational			
	Educational	Program			
	Program	Evaluation			
	Evaluation Plans 5) Students	Planning 5) Students develop			
	develop the	the use of			
	Utilization of	Educational			
	Educational	Program			
	Program	Evaluation			
	Evaluation Results	Results and Meta-			
	and Meta-	evaluation 6)			
	evaluation 6) Students are able	Students are able to describe the			
	to describe the	Basics of Learning			
	Basics of Learning	Evaluation 7)			
	Evaluation 7)	Students are able			
	Students are able	to conceptualize			
	to conceptualize	the taxonomic			
	the taxonomic	relationship of			
	relationship of educational	educational objectives with the			
	objectives with the	evaluation of			
	evaluation of	learning			
	learning	outcomes. 8)			
	outcomes. 8)	Students are able			
	Students are able	to develop PAI			
	to develop PAI	Cognitive Test			
	Cognitive Test Based Evaluation	Based Evaluation models (Objective			
	models (Objective	and Subjective			
	and Subjective	Tests) 9) Students			
	Tests) 9) Students	are able to design			
	are able to design	non-Test Based			
	non-Test Based	Learning			
	Learning Evaluation Models	Evaluation Models			
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**Evaluation Percentage Recap: Case Study** 

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.
- 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.
- 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.