

Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Fami	y	Cred	it Wei	ight	SEMESTER	Compilation Date
Financial mar	nagement	8620403055	Compulsory S Program Subj		T=3	P=0	ECTS=4.77	4	May 2, 2022
AUTHORIZAT	TION	SP Developer	- rogram oabj		se Clu	ıster (Coordinator	Study Program	Coordinator
		Syunu Trihantoyo, S.Pd., M Windasari, S.Pd., M.Pd. ; D Sholeh, S.Pd., M.Pd.	.Pd. ; r. Muhamad	Dr. Er	rny Ro	esmir	ningsih, M.Si.	Syunu Trihar M.F	
Learning model	Project Based Learning	g							

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-6	Able to master educational management functions at strategic, tactical and operational levels

Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

Program Objectives (PO)

PLO-11

PO - 1	Utilize learning resources and information technology to apply financial management expertise and solve financial management problems at school.

PO - 2 Mastering theoretical concepts regarding the meaning and scope of financial management in the provision of education, starting from aspects of budget planning, implementation and accountability to controlling or supervising the implementation of the education budget so that it is able to apply it according to the needs of the educational organization.

PO - 3 Able to make appropriate decisions regarding the management of education funds in education delivery units based on the results of analysis and study by providing various solutions

PO - 4 Responsible for self and group learning in financial management learning and relevant contexts.

PO - 5 Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.

PO - 6 Master the theory/concept of Financial Management in depth and be able to apply it according to educational needs

PO - 7 Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.

PO - 8 Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of Financial Management

PLO-PO Matrix

P.O	PLO-5	PLO-6	PLO-11
PO-1	1		
PO-2	•	*	
PO-3		*	
PO-4		*	•
PO-5		*	•
PO-6		*	•
PO-7			1
PO-8		/	1

PO Matrix at the end of each learning stage (Sub-PO)

P.O								١	Neek							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	1															
PO-2		1	1													
PO-3				1	1			1			1	1				
PO-4						1	1		1	1			1			
PO-5														1		
PO-6																
PO-7															1	
PO-8																1

Short Course Description

Financial management courses examine the basic concepts of financial management and steps in financial management which include budgeting, accounting, auditing to improve school performance. This lecture is carried out in a virtual face-to-face manner, both asynchronous and synchronous, lecture strategies include lectures, online discussions and quizzes. The learning media used are WA group, Google Classroom, and Unesa virtual learning.

References

Main:

- 1. Fattah, N. 2004. Ekonomi dan Pembiayaan Pendidikan. Bandung: PT. Remaja Rosdakarya.
- 2. Danumihardja, M.. 2004. Manajemen Keuangan Sekolah. Studi Manajemen Keuangan pada Sekolah Lanjutan Tingkat Pertama dalam Implementasi Otonomi Daerah. Jakarta: Penerbit Uhamka Press.
- 3. Fattah, N. 2004. Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah. Bandung: Pustaka Bani Quraisy.
- 4. Harahap, Sofyan Syafri. 1996. Budgeting Peranggaran Perencanaan Lengkap untuk Membantu Manajemen. Jakarta: PT Raja Grafindo Persada.
- 5. Latchanna, G., dan Hussein, J. O. 2007. Economics of Education. New Delhi: Discovery Publishing House.
- Nasehatun, Apandi. 1999. Budget & Control Sistem Perencanaan dan Pengendalian Terpadu: Konsep dan Penerapannya. Jakarta: PT Gramedia Widiasarana Indonesia.
- 7. Radiks Purba. 1997. Analisis Biaya dan Manfaat. (cost and benefit analysisi). Jakarta: Penerbit Rineka Cipta.

Supporters:

- 1. Coffin, S. & Cooper, B.S. 2017. Sound School Finance for Educational Excellence.
- Hadi, R. 2011. Manajemen Keuangan: Konsep, Teori, dan Praktiknya di Sekolah dan Pondok Pesantren. Purwokerto: STAIN Press Purwokerto
- 3. Rahmanto, S. 2019. Manajemen Pembiayaan Sekolah. Lampung: CV Gre Publishing.
- 4. Wijaya, D. 2017. Manajemen Keuangan Konsep dan Penerapannya. Jakarta: PT Grasindo.

Supporting lecturer

Dr. Muhamad Sholeh, S.Pd., M.Pd. Syunu Trihantoyo, S.Pd., M.Pd. Windasari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Eval	uation	Lea Stude	lelp Learning, irning methods, ent Assignments, Estimated time]	Learning materials [References]	Assessment Weight (%)
(Sub-PO)		Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

Students understand lecture contracts and brainstorm about financial management concepts	1.Understand the lecture contract 2.Get to know the concept of financial management 1.Understand the lecture contract 2.Get to know the concept of financial management	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Form of Assessment: Participatory Activities	Expository 2 X 50	Material: Material 1 References: Latchanna, G., and Hussein, JO 2007. Economics of Education. New Delhi: Discovery Publishing House.	5%

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2 Students understar basic con education financial managen	cepts of al the basic concepts of	presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate	Contextual Teaching Learning 2 X 50		Material: Material 2 Reference: Fattah, N. 2004. Economics and Education Financing. Bandung: PT. Rosdakarya Teenager.	5%

			1		1	T	ı
to aı ec	Students are able to explain the types and sources of educational financing	Explain the types and sources of education financing	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation media does not match the criteria, the answer to the questioner in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation for improvement. Form of Assessment: Participatory Activities, Project Results Assessment Product Assessment	Contextual Teaching Learning 2 X 50		Material: material 4 References: Fattah, N. 2004. The concept of school-based management (MBS) and school boards. Bandung: Library of the Quraysh.	5%

5	Students are able to understand the implementation of BOS in educational units:	Understanding the Implementation of BOS in	Criteria: Score 4 if the presentation is done coherently,	Contextual Teaching Learning 2 X 50	Material: material 5 Reference: Danumihardja,	5%
5	to understand the implementation of	the Implementation of	Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in	Teaching Learning	material 5 Reference:	5%
			consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for			
			improvement Form of Assessment : Project Results Assessment / Product Assessment			

Portfolio Assessment	Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement Form of Assessment: Portfolio Assessment	presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement.	lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the	presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate	6	Students are able to identify the components of BOS financing and forms of adjustment during the Covid era	Explaining the components of BOS financing and forms of adjustments during the Covid era	(PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherentl in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement.	Contextual Teaching Learning 2 X 50	Material: material 6 Reference: Wijaya, D. 2017. Financial Management Concept and Application. Jakarta: PT Grasindo.	5%
presentation media (PPT) meets the criteria, answers to the criteria, and an alle to provide applicable suggestions. Score 3 if the provide applicable suggestions. Score 3 if the provide applicable suggestions. Score 3 if the provide applicable applicab	presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, answers to the questioner are generally incorrect, and supplicable suggestions for improvement.	presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score	presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and			to identify the components of BOS financing and forms of adjustment during the Covid	components of BOS financing and forms of adjustments during the Covid	Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of	Teaching Learning	material 6 Reference: Wijaya, D. 2017. Financial Management Concept and Application.	

7	Students are able to identify types of taxes in financial management	understand the types of taxes in educational financial management	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate	Contextual Teaching Learning 2 X 50	Material: material 7 References: Hadi, R. 2011. Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools. Purwokerto: STAIN Press Purwokerto	5%
			understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate			
			suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement Form of Assessment: Portfolio Assessment			

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8	Students are able	All questions in	Criteria:	Contextual	Material:	15%
	to work on	the Mid-Term	Score 4 if the	Teaching	Material 1-7	
	questions in the	Examination	presentation is	Learning	References:	
	Mid-Semester	(UTS) can be	done coherently,			
	Examination (UTS)	answered	with appropriate	2 X 50	Rahmanto, S.	
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		correctly			Financing	
			intonation, shows			
			good		Management.	
			understanding of		Lampung: CV	
			the concept,		Gre Publishing.	
			presentation media		Gre Publishing.	
			(PPT) meets the			
			criteria, answers to			
			the questioner are			
			correct, and is able			
			to provide			
			applicable			
			suggestions. Score			
			3 if the			
			presentation is			
			done coherently,			
			with appropriate			
			emphasis and			
			intonation, but still			
			lacking in			
			understanding the			
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			the criteria,			
			answers given are			
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			2 if the			
			presentation is			
			carried out less			
			coherently, less			
			coherent in			
			understanding the			
			concept,			
			presentation media			
			does not meet the			
			criteria, answers to			
			questioners are			
			generally incorrect,			
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			improvement.			
			Score 1 if the			
			presentation is less			
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			Assessment, Portfolio Assessment			

9	Students are skilled in operating the BOS fund management application (installation stage and introduction to components in the application)	1.Skilled in identifying school RKAS 2.get to know the contents in the application 3.determine examples of activity that correspond to 8 SNPs	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept , the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is of in the presentation media does not match the criteria, the answer to the questioner is of indicated the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement.	Contextual Teaching Learning 2 X 50	Material: Material 9 References: Hadi, R. 2011. Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools. Purwokerto: STAIN Press Purwokerto	5%
			Assessment : Project Results Assessment / Product Assessment			

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10	Students are skilled in operating the BOS fund management application (inputting school data and school programs)	1.Skilled in identifying school RKAS 2.get to know the contents in the application 3.determine examples of activity that correspond to 8 SNPs	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation for improvement. Form of Assessment: Project Results Assessment / Product Assessment, Portfolio Assessment	Contextual Teaching Learning 2 X 50		Material: material 10 References: Wijaya, D. 2017. Financial Management Concepts and Application. Jakarta: PT Grasindo.	5%

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11	Students are skilled in operating the BOS fund management application (inputting school activity programs based on 8 SNPs)	1.Skilled in identifying school RKAS 2.get to know the contents in the application 3.determine examples of activity that correspond to 8 SNPs	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement. Form of Assessment: Project Results Assessment /	Contextual Teaching Learning 2 X 50		Material: material 11 References: Hadi, R. 2011. Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools. Purwokerto: STAIN Press Purwokerto	5%
			Product Assessment				

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Students are skilled in operating the BOS fund management application (printing BOS reports for K1 to K6)	1.Skilled in identifying school RKAS 2.get to know the contents in the application 3.determine examples of activity that correspond to 8 SNPs	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement Form of	Contextual Teaching Learning 2 X 50	Material: material 12 References: Nasehatun, Apandi. 1999. Budget & Control Integrated Planning and Control System: Concept and Application. Jakarta: PT Gramedia Widiasarana Indonesia.	5%
		Assessment : Project Results Assessment /			

12	Studente ere oble	Brook Event Deint	Critorio	Contextual	Matarial:	E04
13	Students are able to analyze Break Event Points (BEP) in managing school business units	Break Event Point (BEP) analysis in managing school business units	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, the answer to the questioner in the presentation media does not match the criteria, the answer to the questioner in the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation sont coherent, lacks consistency in understanding the concept, the presentation sont coherent, lacks consistency in understanding the concept, the presentation is not coherent, lacks consistency in understanding the concept, the presentation is not coherent.	Contextual Teaching Learning 2 X 50	Material: material 13 Reference: Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.	5%
			Assessment			

14	Students are able to explain about	1.Explaining	Criteria: Score 4 if the	Contextual		Material:	5%
	Auditing	Auditing	presentation is	Teaching Learning		material 14 Reference:	
	.	identify types	done coherently,	2 X 50		Rahmanto, S.	
		of auditing	with appropriate	2 X 30		2019. School	
		activities	emphasis and			Financing	
			intonation, shows good			Management.	
			understanding of			Lampung: CV	
			the concept,			Gre Publishing.	
			presentation media				
			(PPT) meets the criteria, answers to				
			the questioner are				
			correct, and is able				
			to provide				
			applicable suggestions. Score				
			3 if the				
			presentation is				
			done coherently,				
			with appropriate emphasis and				
			intonation, but still				
			lacking in				
			understanding the concept,				
			presentation media				
			(PPT) in				
			accordance with				
			the criteria, answers given are				
			generally correct,				
			and able to provide				
			applicable				
			suggestions. Score 2 if the				
			presentation is				
			carried out less				
			coherently, less coherent in				
			understanding the				
			concept , the				
			presentation media does not match the				
			criteria, the				
			answers to the				
			questioner are				
			generally incorrect, able to formulate				
			suggestions for				
			improvement.				
			Score 1 if the presentation is not				
			coherent, lacks				
			consistency in				
			understanding the				
			concept, the presentation media				
			does not match the				
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			to the questioner is				
			generally incorrect, no able to				
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			Assessment :				
			Participatory Activities, Project				
			Results Assessment				
			/ Product				
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15	Students master the SBM concept in supporting educational financial management	The MBS concept in supporting educational financial management	Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answers to the questioner is generally incorrect, no able to formulate suggestions for improvement. Form of Assessment: Project Results Assessment / Product Assessment / Product Assessment / Profolio Assessment	Contextual Teaching Learning 2 X 50	Material: material 15 References: Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.	5%
16	Final Assignment Submission	Individual activity and participation in the learning process and assignments	Criteria: Individual activity and participation in the learning process and assignments Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Offline 2 x 50	Material: Material 1-16 Reference: Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.